DOCUMENT RESUME

ED 377 594 EA 026 396

AUTHOR Jenkins, John M., Ed.; And Others
TITLE World Class Schools: An Evolving Concept.
INSTITUTION National Association of Secondary School Principals, Reston, Va.
REPORT NO ISBN-0-88210-296-6
PUB DATE 94
NOTE 81p.
AVAILABLE FROM National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537.
PUB TYPE Books (010) -- Collected Works - General (020)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Educational Environment; *Educational Improvement; Educational Innovation; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Program Effectiveness; School Effectiveness
IDENTIFIERS *World Class Standards

ABSTRACT

The concept of "world class," often used in reference to education, lacks a precise, universal definition. This book presents case studies of exemplary schools. The foreword by Fenwick W. English presents a developmental concept of world-class education, in which fair and comparable standards, with sufficient room for sociocultural differences among nations, would be the norm. Following the introduction and overview by Herbert J. Wahlberg, the case-study chapters are: (1) "The Thomas Haney Centre: A School for All Reasons" (John M. Jenkins); (2) "The Key Renaissance Middle School: Extending the Notion of Multiple Intelligences" (Patricia J. Bolanos); (3) "Littleton High School: Direction 2000--Rethinking the American High School" (Tim Westerberg, Rosalind Thomas, and Thomas Stein); (4) "Urban Academy: A Success Story" (Mary Ann Raywid); (5) "The Westside Example: Facilitating High Commitment" (BetsAnn Smith); (6) "Lyman High School: Preparing Students for a High Tech World" (Kay F. Bush, Beverley Freeman, and Carlton Henley); (7) "Redwood Valley Middle School: Shared Leadership" (Sharon D. Kruse); and (8) "Wausau East High School's International Baccalaureate: A World-Class Education in Your Own Back Yard" (Mary Ellen Marnholtz). In the concluding chapter: "World Class Schools: What Can We Learn from Examples?" Karen Seashore Louis describes four common features shared by the case-study schools--vision, structure, culture, and leadership--and offers suggestions to principals for implementing them. (LMI)

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WORLD CLASS SCHOOLS

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WORLD CLASS SCHOOLS

AN *Evolving Concept*

Edited by

John M. Jenkins
Karen Seashore Louis
Herbert J. Walberg
James W. Keefe

National Association of Secondary School Principals

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National Association of Secondary
School Principals
1904 Association Drive
Reston, VA 22091-1537
(703) 860-0200

ISBN 0-88210-296-6

Printed in the U.S.A.

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Foreword

When both Republican and Democratic Presidents of the United States (George Bush and Bill Clinton, respectively) advocate "world class schools" in successive terms, there is something important they wish to say to Americans about education. Exactly what that "something" might be is not clear because the concept lacks a precise definition universally understood by policymakers and educators alike.

What Does It Mean To Be "World Class"?

If we look outside education, the concept of "world class" is easier to define. For example, to be a "world class" manufacturing company, efficiency and market share translate to the bottom line of profit. General Motors produces "world class" automobiles when it builds quality cars in fewer hours and sells them at the same cost as Ford or Toyota (*The Economist*, 1993, p. 75).

The concept of "world class" in education seems to be centered around the idea of *cost/quality*; i.e., the relationship between "how the amount of money spent relates to the quality of the educational product" (Burrup and Brimley, 1982, p. 23). This relationship is not easily determined. The closest comparative educational economists can come is to calculate the cost of education in relation to the increased productivity of graduates in the labor market. This idea is called the "rate of return analysis" and is complex.

The main problem here is not determining whether education makes a difference in earnings, but how much of a difference it makes, taking into account human ability and motivation, gender, and other socioeconomic variables (Castellanos, 1988).

The Problem in Determining "World Class" Schools

Determining what is "high quality" or "world class" revolves around measurement and standards. In athletics or military affairs, the person, team, or military force that beats all others is "world class." Yet even in this simplified context centered on competition, win-loss records assume some rules and at least crude definitions. To be a world class soccer power, a nation must agree to play by the rules that comprise the game of soccer. And despite some occasional deviants, nations have even agreed on how to conduct war.

So which rules should schools follow and what standards should be used in describing quality (and cost)? Invariably, political, social, and cultural values have more impact on a nation's education than on many other human enterprises (McAdams, 1993).

Consider the near literal adoption of Prussian school practices in the nineteenth century United States. When Horace Mann, the father of U.S. public education, visited Prussia in 1843, he was very impressed with the educational system. Prussia was the leading power in Europe. Notes Mann biographer Jonathan Messerli (1972):

> Prussia was admired as a model by other aspiring nation-states. Its citizens were well fed and clothed, literate and absolutely loyal, even if this meant they were also cogs in a national machine whose lives took on meaning in terms of some manifestation of national purpose. Work, sacrifice, and patriotism were Prussian ideals, all synthesized into an unquestioning obedience to the state. Such was the envied and admired achievement of the Prussian rulers, and the credit for their accomplishment rested with the most organized system of education in the continent (p. 393).

U.S. educational leaders adopted Prussian methods and developed a fetish for *system* (Tyack, 1974) as *the solution* to U.S. educational problems. The solution was insistence on "efficient, nonpolitical, rational bureaucracies" in bringing order to social chaos (p. 77). Curi-

ously, many of the characteristics of the U.S. system most under attack today are those imported from Prussia in the nineteenth century by American school reformers.

Test Scores as the Basis for Defining "World Class" Schools

The international comparisons of test scores among nations may provide one benchmark of "quality" analogous to the win-loss records of athletic teams. Test construction assumes a curve of distribution in which the units of analysis (students, schools, nations) can be ranked. The most frequently utilized educational comparisons are those of the International Association for the Evaluation of Educational Achievement (IEA).

On the basis of such scores, can we declare that a nation's system of schools is "world class"? For example, on the 1991 IEA test of eighth grade mathematics, nations in the sample could be ranked on the basis of the average-percent-correct score for all test subsections (arithmetic, algebra, geometry, measurement, and statistics) as follows:

1. Japan	62.1	11. England and Wales	47.2
2. The Netherlands	57.1	12. Finland	46.8
3. Hungary	56.0	13. New Zealand	45.4
4. Belgium (Flemish)	53.2	14. United States	45.3
5. France	52.5	15. Israel	45.0
6. Canada (B.C.)	51.6	16. Thailand	42.2
7. Belgium (French)	51.4	17. Sweden	41.8
8. Hong Kong	49.4	18. Luxembourg	37.5
9. Canada (Ontario)	49.0	19. Nigeria	33.6
10. Scotland	48.4	20. Swaziland	31.5

(McAdams, 1993, p. 22, from National Center for Education Statistics, 1991).

If this list were used as the basis for classifying schools as "world class," Japan, because of its number one position, would surely be "world class." Swaziland, in last rank, would not be "world class." If the percentage correct were assumed to follow a bell-shaped curve, would the schools of those nations with 50 percent or more correct also be "world class?" Or perhaps, all those above the midpoint in the list (48)?

To judge "quality" based on comparisons *assumes* controllable sim-

ilarities. One must be able to separate those events, persons, or structures that relate to results (in manufacturing, the products) from those that are not controllable or are deliberately developed (such as the values of a given culture or a socioeconomic system).

Assumptions About Similarities

Using any one measure to determine world class schools oversimplifies a very complex set of circumstances. Research in the economics of education suggests that effects are differential even if practices are similar. For example, the education and occupation of a student's parents account for a higher variation in student learning in more developed countries than in less developed countries (Heyneman and Loxley, 1983). The proportion of the differences in student learning attributed to teachers and school facilities has a greater impact in countries like Swaziland and Nigeria than in Japan (Heyneman, 1984). One cannot easily generalize across all nations to determine what their educational systems should do to perform better.

Toward a Flexible Understanding of "World Class"

Until and unless international standards are created that minimize some of the conditions that appear to affect student achievement and that minimize odious comparisons among nations, "world class" as a term to describe quality appears ambiguous. On the other hand, if "world class" comes to mean that the total percentage of a population is in school and stays in school, successfully graduates, and contributes to the overall prosperity of a nation, the idea has great potential.

In this sense, "world class" might be thought of as *developmental*. Accordingly, Nigeria would not be compared to Japan, but to other developing nations. Fair and comparable standards, with sufficient room for sociocultural differences among nations, would become the norm. This idea is already embedded in the concept of *accreditation* where schools are compared not to one another, but to a set of standards believed to embody good practice.

A "world class" U.S. school, then, would not be so classified because it was better than a Japanese school, but because it was achieving a reasonable degree of success toward an accepted ideal of what a school

should be. "World class" standards would be a broad range of acceptable practices toward which each school could strive *within* political-cultural values appropriate to it.

To authenticate "world class" schools, we need better ways of studying schools from different nations. Indeed, we need international standards or conditions that nearly all nations could agree were important. The belief that girls should receive an education, for example, is not at all universal (Means and Henry, 1993).

The promise of "world class" lies in its universalism. A focus on quality could lead to the creation of a new standard for education and human development that would become the impetus for nations without illiteracy, poverty, famine, disease, or war. "World class," then, would truly be meaningful, and ultimately, utopian.

What follows in this volume is our attempt to explore some dimensions of such a norm. The final chapter lists four characteristics of our sampling of schools that might provide the nucleus.

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Herbert J. Walberg

Introduction and Overview

"World class schools" is a compelling, even provocative phrase. The term is compelling because it challenges educators to think about their goals, standards, and means. In a general sense, the term may suggest an elite category of performers able to contend with competitors from anywhere. Like Olympic athletes, exceeding the norm, their exceptional performances can be readily measured, ranked, and compared across time and place. Who among us can fail to admire their feats?

Recently, the term "world class" has been widely used to describe the status of the U.S. auto industry challenged by foreign manufacturers. Could Detroit build a car to match those from Japan and Europe? Many U.S. producers of goods and services felt the sting of international competition and sought to meet it; they wanted to be world class competitors. Anguished they were, but many consumers felt that keen international competition afforded a greater range of choices and brought significant improvements in domestic goods.

World class goods presumably require world class workers, so educators must not be overlooked. Human capital—intelligence and skills—is increasingly seen as the key not only to a prosperous economy but also to a better life that includes good health, improved parenting, artistic appreciation, and the like.

Many policymakers agree that schools require substantial improvement. The 50 governors and the three candidates in the last presidential election endorsed six national goals that require higher achieve-

ment standards including the target that American students are first in the world in mathematics and science. One way to define a world class school is to say it meets the new national goals. No systematic assessment has yet been made, but the number of such schools is undoubtedly small.

Clearly, national standards represent a criterion-based approach to world class schools. Specialty schools such as the Bronx School of Science may be exemplars. Their graduates have distinguished themselves not only in science exhibitions but in notable adult accomplishments. Since such schools practice selective admissions, however, we may wonder if their graduates would have achieved as well elsewhere.

Are the accomplishments of graduates attributable to their high schools or primarily to abilities and traits acquired before high school? Should high merit be accorded to schools that bring less able students further even though they do not reach the highest competitive levels? And, is it better to be a specialist or an "all rounder"? Clearly, the comparison of schools and students on goal accomplishment can be tricky.

For this and other reasons, we might wish to emphasize the means that world class schools employ to various ends. "Effective schools" proponents, for example, emphasize the key role of the principal as instructional leader. Some might say that the primary criterion is the school leaders' capacity to inspire colleagues toward a vibrant vision. Others might say that humaneness, though an appropriate means to educational ends, is also an end in its own right. Our view is that all these ways of thinking about world class schools yield insights and yet none is perfectly satisfying.

In this book, our approach is based on actual case studies. We started with schools reputed to be world class that represent distinctive educational philosophies and methods, different parts of the North American continent, and various socioeconomic and ethnic groups. We solicited detailed descriptions of schools from knowledgeable informants, and then asked if they had common features that might distinguish them from other schools.

What follows, then, are case studies of eight exemplary schools. The reader may note distinctive features that set the schools apart from one another. What is more important, however, is that the exemplary schools share some common features. In the concluding chapter, Karen

Seashore Louis describes four such features—vision, structure, culture, and leadership—and suggests how principals can put them in place.

As editors, we disclaim a final definition of "world class schools." Rather, our intention is to identify and illustrate key features of exemplary schools. For educational leaders seeking to reform schools, these illustrations and features form a kind of menu for the imagination, a developing definition of "world class." School leaders may wish to think how the elements might be combined in various ways for tomorrow's world class schools.

1

JOHN M. JENKINS

THE THOMAS HANEY CENTRE: *A School for All Reasons*

America 2000: An Educational Strategy calls for a radical restructuring of U.S. schools to meet the demands of a new century. Educators are charged with preparing students to function in a world decidedly different from the one that existed 20 years ago. The report triggered a spate of highly visible activities to improve education in all 50 states. It is ironic, then, that in the town of Maple Ridge near Vancouver in British Columbia, Canada, a quiet revolution has been occurring with little publication or fanfare.

Five years ago, under the leadership of Superintendent Denis Therrien and his staff, the Maple Ridge-Pitt Meadows school district initiated plans for a secondary school of the future. The goals for this new school were taken partially from the Ministry of Education's Year 2000 Report and partially from goals presented by the local design team. The first three goals, adopted from the Ministry report, were:

1. Learning requires the active participation of the learners.
2. People learn in a variety of ways and at different rates.
3. Learning is an individual and social process.

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The final four goals were the work of the school design team:

4. That students learn is more important than when they learn.
5. All students can be successful learners.
6. Students learn best in a safe and orderly environment.
7. Learning is a lifelong process.

These seven goals served as a template from which the Thomas Haney Centre was created.

The plan was to develop a facility and educational program for the students assigned to a new attendance area, not a magnet school for students throughout the district. Consequently, of the 700 students currently enrolled, all are zoned to attend the school.

The Centre incorporates secondary education (grades 8–12), junior college (grades 13 and 14), and continuing education programs under one roof. Traditional classrooms for the secondary school are replaced by spaces designed for an innovative program. A fundamental premise is that if students are going to learn to be independent, they should experience independent learning in spaces designed to support that learning. If students are to learn to work together in teams, they should experience learning in spaces designed to support that kind of learning. The typical 750–900 square-foot classroom is replaced by spaces that accommodate independent and team learning.

The building also features a "Great Hall," a large open area where students can obtain study guides and work on their own, with another student, or in cooperative groups. Here, students work on mathematics, English, social studies, and French. Other spaces are more specialized for individualized science, technology, art, music, drama, physical education, and business education. The facilities are designed to encourage instructional innovation and a program of personalized education for each student. The facilities alone, however, do not constitute a truly personalized program of education.

The program rests on three key components: student assistance and monitoring, curriculum organization, and tracking student progress. ***Student Assistance and Monitoring*** is based on a teacher adviser program in which each professional staff member participates. Multi-age groups of 18 students meet with their advisers (teachers and administrators) for 30 minutes at the beginning of each day to plan their daily schedules and again for 5 minutes after lunch to check attendance.

During the morning meetings, advisees, with the help of their ad-

visers, construct weekly and daily schedules. Students and advisers schedule the student's day to meet individual needs; no master schedule exists except for adviser group meetings, scheduled seminars, and group classes in instrumental music, choral music, drama, and physical education. Students complete a daily plan form each day that is filed with the adviser.

Students are expected to complete eight different subjects per year, four each semester. Teacher advisers monitor student progress in each of the four subjects that students pursue each semester. Student success or lack of success is reported to the advisers via a computer network. The adviser uses student progress information to help the advisee make decisions about scheduling and subject selection.

Each student develops a personalized educational plan (PEP) in concert with his or her teacher adviser. Students are administered the NASSP Learning Style Profile and the results of this instrument are used to help students select activities from Learning Guides and choose an appropriate learning environment.

The adviser uses information about past student achievement, the data from the Learning Style Profile, and developmental data to create an appropriate educational plan for each advisee. The plans are subject to modification based on student progress, interests, and needs. Periodically, teacher advisers provide direct instruction in study skills and time management. They also serve as mediators in disciplinary cases because they know their advisees best. Advisers remain with advisees throughout their secondary school careers.

Curriculum Organization is the second component of the system. All students are required to meet the minimal requirements of the Ministry of Education, which include English or communications, social studies, mathematics, science, and business education. In addition, the school board requires that students, "entering grade 11 . . . successfully complete . . . English 11 and 12 or Communications 11 and 12, Social studies 11, one of Mathematics 11, 11A or Accounting 11 . . . and at least one of Physics 11, Biology 11, or Science and Technology."

The curriculum has been reorganized into Learning Guides to permit self-pacing and independent learning. Each course is divided into units; five Learning Guides are written for each unit. Each course requires approximately 100 hours to complete; each unit takes about 25 hours and each Learning Guide about 5 hours.

These time estimates are flexible to correspond with the time re-

quirements established by the Ministry of Education. In reality, students work at their own pace and may move more quickly or slowly depending on their individual characteristics and needs. The time estimates serve as guidelines for students, advisers, and parents.

Learning Guides follow a common format regardless of the subject or course. They begin with an introductory paragraph that offers students an overview of the Guide, followed by the outcomes students can expect to attain upon completing the Guide. The evaluation section provides a description of what students must complete and to what standard. The next section describes the resources to be used in the Guide. Learning activities and an activity completion checklist complete the Guide.

The learning activities lead the students to textbooks, outside reading, interactive video, hands-on materials, field trips, community-based experiences, computer activities, "skill shops," and a myriad of other activities geared to the objectives of the guide. A variety of activities are offered for each objective to accommodate individual student learning styles and intellectual levels. Students are tested when they are ready.

Students obtain the Learning Guides from "kiosks" or materials centers staffed by parent volunteers and professional teachers. The use of paraprofessionals is not yet widespread because of budget difficulties and obviously would be helpful in freeing teachers from this responsibility. Only in science does a paraprofessional distribute materials to students and help create the materials that students use for experiments.

The technology program employs a slightly different approach than the teacher-developed Learning Guides. Teachers here have located commercially-developed materials and modified them for student use. For example, Corel Draw, Auto Sketch, Word Perfect, and Milling Tutorials lead students through learning experiences in robotics, sign making, animation, video editing, silk screening, script writing, and communications technology. The students work on their own, in pairs, and in small groups, with teachers coaching as needed.

The physical education program is also different, as are choral and instrumental music. In these programs, students meet in groups two or three times per week. Physical education is divided into four units: team games, individual events, personal development, and outdoor

pursuits. Each unit equals 25 percent of the course and offers a variety of activities to meet the requirements.

For example, in individual events, students choose such activities as badminton, tennis, bowling, curling, cross country, wrestling, aquatics, racquetball, and golf. In outdoor pursuits, students receive credit for skiing with the ski club, hiking, cycling, or providing a community service. Although many of the activities are scheduled and completed in groups, the program gives students choices in meeting the overall requirements.

In addition to the required courses, the curriculum also has vocational options for students in auto mechanics, tourism, horticulture, and a variety of business areas. As in other areas of the curriculum, resources include Learning Guides and appropriate commercially developed materials.

Keeping track of student progress represents the third component of the Thomas Haney Secondary School Program. Here, technology plays a major role. Past efforts to monitor student progress in a continuous progress program relied heavily on paperwork, which at time overwhelmed even the most zealous proponents. Creating a computer network that links teacher "out stations" with a central control center allows teachers and teacher advisers to receive and enter current data about individual student progress.

Ideally, once this system is up and running, teachers, parents, and students can obtain immediate feedback about each student's school progress. The traditional report card will be replaced by a report of student progress whenever it is requested. Computer technology in the students' homes will allow parents to check their students' schoolwork each day.

Students report that they are working harder and learning more at Thomas Haney than in previous schools they attended. One student remarked, "I am a little behind where I think I should be at this point in the year. If I stayed at my other school, I would have graduated on time without a problem. I am not so certain here. But the system is better because I learn more, and I am learning to take responsibility for my own learning." Another student observed that students who were not making adequate progress will suffer at the end of the semester when they must remain in their present courses and cannot enroll in four new ones.

Teachers are generous in their praise of the system, citing the high quality of student products as an indication that the system is working for most. However, they are cautious not to claim too much too soon since the system has been operating for only one year.

School for the Twenty-First Century

The Thomas Haney Centre is truly a school for the twenty-first century. Building on the work of the National Association of Secondary School Principals (NASSP) Model Schools Project of the early 1970s (Trump, 1977), the personalized education model proposed by NASSP Director of Research James Keefe (1989), the outcomes-based education concepts of William Spady (Spady and Marshall, 1991), and the Learning Environments Consortium's total design framework (NASSP, 1992), the school promises to be a model secondary school.

Yet much remains to be done. Refinements in the Learning Guides will add more activities to accommodate individual student learning styles. The technology support system will be more fully implemented to yield its full potential. The search is ongoing for ways to provide individual help to students.

As school and district personnel develop more learning alternatives for students and further reduce the nonprofessional duties of the faculty, greater improvements will be realized.

The Thomas Haney personalized program involves diagnosis of student cognitive skills to determine the level of induction into a subject. "Skill shops" will be designed to teach students how to learn more effectively. These "shops" will meet several times each week, and students will schedule them just as they do now for seminars and other recommended group meetings. Subject matter teachers reinforce learning-how-to-learn strategies in Learning Guides and group meetings.

The curriculum will be divided into *essential* learnings and *desirable* learnings. Essential learnings will be required of all students; desirable learnings will provide options that include some didactic instruction. To minimize paper and pencil testing, many of the activities in the Learning Guides will serve as performance assessments of student progress. School service will soon become a requirement for all students. Options may be maintaining the campus, helping in the cafe-

teria, working in the materials centers, and policing a portion of the building for trash and graffiti.

The vision of the Thomas Haney Centre is that education properly conceived can bring diverse students together in one school and offer them an appropriate education. Personalizing the educational process is viewed as the key to this flexibility.

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2

Patricia J. Bolanos

The Key Renaissance Middle School: *Extending the Notion of Multiple Intelligences*

This chapter presents a three-part overview of the Indianapolis Public Schools' Key School and its extension into the secondary level, The Key Renaissance School. Part one looks at the curriculum and instruction. Part two covers our effort to create an authentic assessment system. Part three discusses the art and practice of a total learning community, with a focus on professional development. The tension between our shared vision and current reality are explored as well as strategies to leverage collaborative professional development—the driving force behind the school.

Curriculum and Instruction

Theme-based curriculum development is the chief strategy for facilitating collaborative action. Every spring the staff members select three new themes for schoolwide implementation the following year. This is an inclusive process. Parents, students, visitors, community resource persons, and staff members are invited to suggest themes. The sugges-

tions are compiled in a list that is presented to the staff for discussion and consideration. Each staff member has an opportunity to speak on behalf of his or her preferred themes. After everyone has spoken, each staff member votes for three themes; the three themes with the highest number of votes are designated.

This is not a one or two-day process. To be effective, the discussion about possible themes must last several months. We prefer holding this discussion in the spring because everyone then has the summer to further reflect and develop ideas for implementation during the following school year.

Wednesday afternoon planning sessions are the forum for sharing ideas during the implementation phase, which lasts for 12 weeks. During this time, all teachers incorporate the themes into their teaching. The degree of theme-based instruction varies from teacher to teacher. The more teachers collaborate on a theme-driven project, the more complex and stimulating the activities become.

Projects. All students are required to produce a theme-related project. The project must be more than information presented as a report; it should reflect the interests of the student and reveal the development of the student's intelligence.

In the primary grades, parents are encouraged to work with their students so the projects are of high quality. Later, students may insist on doing the project without their parent's help, perhaps alone or with friends, which is acceptable. Without parent involvement, the quality of the project appears to drop; however, this is really a step forward. Projects continue throughout the 13-year continuum of primary, intermediate, middle, and high school. At the high school level, the project serves as an exit-level performance.

During the four years of high school, one major project is required each semester to demonstrate the student's ability to apply knowledge in each of eight specific areas. These areas, which Ernest Boyer calls "human commonalities," are the experiences of community through which our students share and develop their strengths.

According to Boyer, the human commonalities are:

- Shared life cycle
- Shared use of symbols
- Shared membership in groups
- Shared values and beliefs
- Shared sense of time and space

- Shared producing and consuming
- Shared relationship with nature
- Shared sense of the aesthetic.

Student projects are directed toward applying knowledge. From kindergarten through middle school, projects express students' understanding of the schoolwide themes. At the high school level, emphasis moves to major projects, with the student applying his or her knowledge in the community. This is totally contextualized work and cuts across both the academic and artistic disciplines.

Service. In the Key School continuum, community service is introduced at the middle level. The purpose actually goes beyond simple service. The promotional materials for the Key Renaissance School include this statement of intent:

> The students of the Key Renaissance School will be educated to become future community leaders in business, government, education, the arts, technology, and the sciences. They will become the pathfinders for the city of Indianapolis in the 21st century.
>
> The philosophy behind this education is to prepare young citizens for active lives as adults in a diverse democratic society, fostering leadership and respect for the young citizens' own cultural values and those of others.

Preparing students to become future leaders starts with the challenge to work for others. The first lesson of leadership is to provide service for the common good.

Pod Groups. The term "pod groups" comes from the phrase, "Like peas in a pod." This is a grouping pattern with a distinct purpose: to focus on each student's strengths and provide more instruction in that area. From a list of teacher-designed course descriptions, students request three or more pods that interest them and are assigned to one of their choices for the entire school year.

These are the only elective classes offered so it is extremely important that students find enrichment, not remediation. From kindergarten through the middle grades, all students are scheduled in the same course of study, with the exception of the daily pod class.

At the middle level, pods take on an even more significant role. The teacher of the pod elective class is also the adviser to the individual students in the group. Pod group members plan and implement the community service projects and work together to raise issues and to

participate in the democratic process, primarily through a weekly school "town hall" meeting.

A related feature is the mentor program, coordinated by a full-time service/mentor teacher. Each eighth grade student, with the approval of the parent, is linked with an adult role mode. Volunteer mentors commit to a specific amount of time they will give to the student. The service/mentor teacher identifies the volunteers and interviews them and the students. A meeting is scheduled with the parents, the student, and the potential mentor after the interviews and a survey of interests. All parties agree to responsibilities and expectations.

This mentoring program is intended to evolve into an apprenticeship program at the high school level according to the following sequence: from pods, to mentors, to apprenticeships, to postsecondary training and study, to graduates remaining in or returning to Indianapolis to pursue careers.

Multi-Age, Heterogeneous Grouping. When the Key School first opened with 150 students in 1987, there was one class for each grade level. Only in the pod classes did multi-age groups work together. After two years, the grade-level classes were changed to span three years. The grouping pattern now is 5, 6, and 7-year-olds at the primary level; 8, 9, and 10-year-olds at the intermediate level; and 11, 12, and 13-year-olds in the middle school. All these classes are heterogeneously grouped; gifted students are in the same classes with a few learning disabled students.

This three-year span makes it possible for students to play different roles within the dynamics of the classroom. The younger students are the novices; the older students are the experts. Those in between play the role of the middle child in the family. Over three years with the same classroom teacher, students have the opportunity to experience each of these roles.

Authentic Assessment

Developmental performance descriptors are the criteria for assessment at the Key School. These criteria were written by the entire Key School professional staff in 1991–92. Patterned after a continuum theory of human development proposed by David Feldman of Tufts University, criteria are written at three levels—universal, cultural, and discipline-based.

The *universal* level of descriptors describes what all children in all cultures can do.

At the *cultural* level we concentrate on what students are expected to do in the Key School culture. For example, all students are expected to create projects related to the three schoolwide themes each year. This requires active intervention. Left to their own inclinations, some students would not develop focused projects. Cultural expectations and adult support are needed to accomplish this.

The third level of criteria explains our understanding of quality work at the beginning stage—the novice level—of a *discipline*. Students are given a grasp of the symbol system and technical terms as the basis for understanding the subject area and applying this knowledge and are encouraged to participate in activities related to the disciplines outside the Key School culture, such as working as a docent at the Children's Museum.

The following illustrates one developmental continuum. One of the components of linguistic intelligence is listening. We identify the developmental continuum in our descriptors by defining the three levels at which students function:

- Universal—The student knows where to focus attention.
- Cultural—The student is able to attend to and understand information presented orally.
- Discipline-based—The student is able to respond to an oral presentation by asking appropriate questions, restating, and summarizing.

All the developmental performance descriptors are written in terms of how the student applies knowledge.

In 1992–93, the Key School student progress report was modified to incorporate these new criteria for assessment. Prior to that time, our progress report categorized the subject areas under the seven areas of intelligence (Gardner, 1993): linguistics, musical, logical/mathematical, spatial, bodily/kinesthetic, interpersonal, and intrapersonal.

We continue with this general format, but with considerable refinement in the area of social studies. Our modified version does not specifically list social studies. New sub-categories of family life, learning community, and history are listed under interpersonal intelligence. Each of these has additional sub-divisions. Geography, usually linked with social studies, is categorized under spatial intelligence. (Gardner's Theory of Multiple Intelligences is a filter for much of our collaborative work.)

Developmental performance descriptors are listed for all subject areas and their sub-categories on the progress report. We still plan to add student self-evaluation in each subject area, but we have not reached a consensus on these criteria.

Teachers make professional judgments about student progress based on the documented classwork, the Key School developmental performance descriptors, and the chronological age of the student. Our assessment does not compare one student with another; it is non-competitive. Teachers indicate whether a student is making slow (or negligible) progress and needs additional assistance, is working at a steady rate along the developmental continuum, or is performing at an accelerated rate for a student of that chronological age. In a few cases, teachers may note that a student shows exceptional promise in a particular area of intelligence and merits additional opportunities outside the school setting.

Intrinsic Motivation. Mihalyi Csikszentmihaly's (1993) theory of "Flow" explains why high performance individuals are intrinsically motivated to do the hard work necessary for them to excel. Recognizing and valuing intrinsic motivation is a critical element in the Key School culture. This is a hard concept for most educators to accept.

We offer students no extrinsic rewards, such as grades or honor rolls. Behavior modification strategies are minimized, although in all candor, some of the teachers who do not yet fully appreciate the long-term negative consequences use them unobtrusively.

Student intrinsic and extrinsic motivation levels are noted on the progress report in all subject areas. Intrinsic motivation means the student shows enjoyment and involvement in the activity for its own sake, regardless of external support or punishment. Extrinsic motivation means the student responds only to teacher-initiated activities and/or reward systems. New staff members in particular have difficulty comprehending the significance of intrinsic motivation for the future success or failure of adolescents. This is our top agenda issue for research, dialogue, and discussion.

Exit-Level Standards. Feldman's concept of cultural level development means that all persons in a particular society are expected to do certain things. At Key School, all students are expected to attain the school cultural level performance in all the applied areas before they advance to the middle grades. In the same way, all students are expected to reach the beginning novice stage of the discipline-based level before they are permitted to advance to high school.

Here our multi-age, heterogeneous grouping feature is valuable. Students remain in a particular group for three years; they can spend an additional year in the group if they have not yet reached exit-level performance standards.

Video Portfolios. When the Key School design was first developed, we knew we wanted to document the development of students across the seven areas of intelligence. Video seemed the best way to capture musical, spatial, and bodily-kinesthetic intelligence in the students' applied work.

We agreed on a format that is used from kindergarten through eighth grade. Presentations of theme-based projects are videotaped by the staff video specialist and archived for ready access by the staff. The videos are used in a variety of assessment tasks. Sometimes a student views a tape for self-assessment. More often a teacher studies the videos to gain a better understanding of her students. Over time, the video portfolios can reveal the development of a student's intrapersonal intelligence, showing areas of strength and interests in a future career.

The video portfolios also provide exemplars of "best work" across the seven areas of intelligence. Teachers share these with other educators and use them as one form of accountability for program evaluation.

Professional Development

None of the progress at the Key School is possible without collaborative professional development. Development is the driving force behind our total learning community. This process is not just a series of staff development workshops—it is much more complex. Peter Senge (1990) in his book *The Fifth Discipline* identifies five aspects of a learning organization. Although Senge's focus is business organization, his concepts are readily applicable to the school culture. Each teacher must reach a stage in professional development where personal mastery is real. Each teacher must have a vision of what she or he wants to accomplish. This is much more than the annual goal setting mandated in most school systems.

During development, different models, assumptions, and beliefs are revealed. We believe educators must address the following basic questions. What does every child need to learn? What should be taught

and what is the best way to teach it? Who are the legitimate collaborators in the teaching/learning process? How will all this be evaluated? How will we be held accountable? People with differing mental models propose different answers to these questions.

At the Key School our mental model assumes two priorities: the seven areas of intelligence are of equal importance for all students, and it is more effective to focus on a student's strengths than weaknesses.

The energy of all staff members must be aligned for a shared vision to emerge. Building this shared vision is an ongoing process, not just a statement of beliefs. It takes years to accomplish—through dialogue, discussion, and involvement both internally and externally with the larger community.

Systems thinking is a continuous dynamic of persons, environments, challenges, and opportunities, centered in the living organism of the school. We have come a long way in the past 10 years. The emergence of the Key Renaissance School was a result of collaborative action. But there is much yet to be accomplished before we can claim to be an authentic learning community.

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Note: The Key Renaissance School is an extension of the Key School, a K–5 magnet school in the inner city of Indianapolis. Because of the school program, some observers mistakenly believe the student population is composed only of gifted and talented students. Both schools are schools of choice; the student population is selected from an applicant pool. One hundred students currently attend the Key Renaissance School, but the population will increase each year until a full complement of sixth, seventh, and eighth grade students is achieved. Of the current 100 students, 53 percent are Caucasian; 44 percent are African-American; and 3 percent are other. Forty-two percent of the students are on free or reduced-priced lunch.

3

Tim Westerberg, Rosalind Thomas, Thomas Stein

Littleton High School:

Direction 2000–Rethinking The American High School

"Come to the edge of the cliff," he said
"We're afraid," they said
"Come to the edge of the cliff," he said
"We're afraid," they said
"Come to the edge of the cliff," he said
They came.
He pushed.
They flew.

Guillaume Appolinaire

Littleton High School is a comprehensive four-year high school located in suburban Denver. The community is composed of business and professional families. Of the approximately 1,200 students enrolled in grades 9–12, 14 percent are minority (mostly Hispanic). The school community takes pride in the fact that more than 70 percent of Littleton graduates complete a formal program of education after high school graduation.

"Direction 2000: Rethinking the American School," a dramatic new

system of schooling driven by 18 performance-based graduation requirements, was implemented in the fall of 1991 at Littleton High School with the entering freshman class. Under this system, all Littleton students must demonstrate what they actually know and can do, in written and verbal communication in English and a foreign language, in mathematical problem solving and computation, history and geography, personal health and ethics, and technology. Thirty-six demonstrations, such as writing letters to public figures, reviewing theater performances, and designing science experiments enable students to demonstrate proficiency in the 19 requirements for graduation.

Recognizing the paradigm shift that such an approach to redefining graduation requirements requires, Littleton established a comprehensive advisement system. Every certificated person in the school advises 16 students (4 per class), ensuring that students and their parents have help in creating and renewing the individualized educational plans that can evolve throughout students' careers at Littleton.

Eligibility for graduation is not based on seat time or Carnegie units; rather, it reflects a student's demonstrated mastery of the school graduation requirements through portfolio entries and exhibitions delivered before a graduation committee. A student's portfolio typically includes evidence of proficient or excellent performance on 36 demonstration tasks, as well as essays, personal growth plans, special projects, test scores, grades, awards, participation and attendance records, and letters of recommendation.

Advisers keep the portfolios and help students compile and use them, but students are responsible for choosing and organizing the contents, and ultimately, with the guidance of teachers and advisers, deciding what will be included for final review. As each task demonstrating proficiency is completed, teachers, students, and advisers sign off and the task is added to the portfolio. Portfolios are reviewed by teachers, administrators, and parents before the student graduates. They are archived at the school for access by colleges and/or prospective employers.

Planning the System

Direction 2000 is the product of extensive work and study by a steering committee and other school working committees. It has received

enthusiastic support from the Littleton Public Schools' central administration and the school board, and has been endorsed and recognized by the business and education communities. In Colorado it is a model for the standards-based education legislation (HB 93-1313), and has been honored as one of 25 Governor's Creativity Initiative Schools. Nationally, Littleton has been recognized by the U.S. Department of Education as a "Breaking-the-Mold" exemplary school.

Each year several hundred visitors come to the Open Forums designed to share our experiences and to clarify our own thinking about our progress. During these one-day seminars, our faculty, students, and parents present and discuss different elements of our restructuring efforts, ranging from how we got started to how to write a demonstration that assesses what students should know. Each aspect of our program is presented as an example of our process, not as a recipe for our visitors' schools. Our faculty members frequently consult with school districts in other states.

The evolution of Direction 2000 has been a difficult but incredibly rewarding process. We have been able to identify eight key elements that were essential to the school's transformation:

1. Include the community
2. Tailor a program to the Littleton High School environment
3. Commit time and money to faculty training
4. Collaborate and include others in decision making
5. Remain steadfast in the face of fatigue and criticism
6. Value time and patience
7. Base our work on values and beliefs that reflect who we are; then "Walk the Talk"
8. Communicate.

An easy mistake to make—and guaranteed to be a stumbling block—is to ignore the community before embarking on a school project with huge potential impact. (As the Gallup Poll on education annually reports, everybody says schools need to change—but not our school.) Allaying the fears and enlisting the support of the community is essential to establishing a foundation of trust. We may be the educational experts, but we cannot patronize the community we serve. We learned a tough lesson when we scheduled our first neighborhood coffee and no one showed up.

Getting the community involved means soliciting active and meaningful participation. For us, that meant inviting community members

to coffees, sending out a Direction 2000 monthly newsletter to keep the community abreast of our progress, and involving parents and students on every Direction 2000 committee. Our Building Council, which discusses policy for the school, consists of the principal, teachers, students, and parents. We have tried to ensure that every constituency has a voice and that we respond to those voices.

We cannot emphasize enough the significance of Direction 2000 as *our* program. We developed it, we nurtured it, we revised it, and we learned from our mistakes. Certainly, we have commonalities with other restructuring efforts, but what we have created works for us. The success of our program is due to that customization. Someone else's packaged plan would not have worked for our school.

The faculty members who created our demonstrations did so to meet the unique needs of our students. We fine tune, revise, slow down, and speed up as needed. We know where we are going, and we have completed the reflection and hard work that have cleared the road ahead. Our efforts at restructuring reflect our culture. We encourage others to learn from our efforts but not to duplicate them.

Training faculty members and supporting their needs is essential to our program. We established a Direction 2000 Foundation to raise funds for the extra training and expenses needed for this type of long-term transformation. Each summer, groups of faculty members receive money to attend inservice workshops and work on creating and revising demonstrations. During the school year, faculty members receive released time to visit other schools and examine other restructuring efforts. Apart from simply paying teachers for their time, visits offer the school a way to recognize their contributions.

The Foundation dissolved in April 1994 to become part of the Littleton Public Schools Foundation. The money it raised helped offset expenses that could not have been covered by tight district budgets.

Some Technical Issues

We are currently grappling with five "technical" factors that will influence the continued success of our program:

1. Assessment. How will we ensure that our demonstrations and their evaluations are valid and reliable from teacher to teacher and committee to committee? How will we prove that the students are truly learning? We believe that we can provide reasonable assurance

on these issues by implementing an internal plan of research, by providing training in inter-rater reliability, and by working with outside experts on assessment to establish validity and generalizability.

2. Revision. We need to keep revising, fine tuning, assessing where we are, and striving to meet the changing needs of our student population by encouraging faculty participation and by carefully considering each revision. We want to allow for steady evolution without creating a patchwork and, therefore, unstable system.

3. Management. The management issues that develop from restructuring a comprehensive high school are both formidable and numerous. Identifying responsibility and channeling the flow of information are primary, especially anything pertaining to changes in structure and logistics. Clarity and elegance in planning are critical to avoiding confusion and frustration.

4. Securing Public Acceptance. We must continue to tell our parents and the community what we are trying to do at every step. We must ensure that the public is as convinced as we are of the value of our restructuring and its effectiveness. We must establish alliances with the community institutions that will support widespread acceptance of the changes occurring in our school.

5. Resources. In the past, we have supported the changes at Littleton High School with money from the Direction 2000 Foundation, but we will need to seek new resources to support training, revisions, research, evaluation, and technology.

The next few months and years will undoubtedly produce an equal number of new problems and issues. Securing lasting change at Littleton High School will depend on the extent to which leaders at all levels in the organization manage the various technical aspects of restructuring. Leadership for lasting change means having the confidence, the will, and the ability to move beyond the vision. Our task for the next few years will be to realize our vision by managing and conserving our energies and resources.

One of the most evident changes in our school is the transformation of the fundamental way decisions are made. The collaborative process that involves every constituency every step of the way has made people more aware of their responsibility for improving the school and their influence in determining the success or failure of our initiatives. Collaboration has become an important element of the culture of Littleton. Top-down directives are not popular at our school.

The Process of Change

When we embarked on this project, we naively assumed that once the ideas were in place, the implementation of the program would be relatively easy. Not so! People get tired. School transformation is not easy. Change is exciting but also stressful and arduous. We receive constant criticism from people who question our motives and our wisdom. Yet, our vision statement and the explicit goals of our 19 graduation requirements keep us focused. Knowing that we will be confronted by still more problems, we remain challenged, anxious, and excited about the future.

Everything we have done has taken longer than we anticipated. Our experiences repeatedly suggest that our estimates of the amount of time needed to complete specific tasks were not realistic. For example, we estimated that the development of specific assessments to evaluate student achievement in terms of our graduation requirements would be a one-year project. It took two full years to complete. Our planning naiveté caused frustration and some disillusionment as deadlines passed unmet.

We have also learned another important lesson: communicate, communicate, communicate, communicate! What people don't know *can* hurt you. Keeping the lines open, being available for conversation, maintaining clarity about the "party line," and identifying channels for disseminating information have kept us from being distracted from our real task of restructuring.

As we enter the eighth year in our process of restructuring, our beliefs and values are becoming more apparent to us and to our students. We are truly "walking-the-talk." The following belief statements are the foundation of our work and sustain the impetus for our efforts:

1. To get results you have to know what you want.
2. A [great] school is more than the sum of its parts.
3. We teach kids, not [just] subjects.
4. All kids can learn what the school has to teach—time and program must vary.
5. Expecting the best is the best thing we can do for kids.
6. Every adult in the school must have a commitment to growth.
7. Curriculum is what is learned, not what is taught.

The Results of Our Efforts

Visitors to our school might say that we seem fairly traditional. Despite our profound transformation, we have bells, 45-minute periods, some teachers still standing in front of the class lecturing, with students in desks, in rows, still worried about grades. So what is the difference? Is all this change just a lot of talk? Ask that question of a member of the Class of '95 and you will get a lecture! There are changes at Littleton High School that have real implications for learning.

A visitor sitting in on classes for several days, visiting sessions in history or math or English or foreign language or art or science, will experience a real difference in the focus and atmosphere. Teachers are talking about demonstrations, students are practicing tasks that will help them prepare their demonstrations. Students are writing with purpose and speaking thoughtfully because it makes a difference for them. They know that they will have to demonstrate what they can do. Seat time, Carnegie units, grade point averages, and class rank all may still exist, but graduation for the class of 1995 and beyond will depend on completed and demonstrated proficiency in our 19 graduation requirements.

The implications for the faculty are profound: close and critical examination of how and what they are teaching. Will a unit on *The Pearl* help students on Demo 5 (Reading Log for graduation requirement "Communication II")? Will the current science course develop in students the necessary skills to design their experiment for Demo 26 (Graduation requirement for "The Sciences")? How will we integrate technology into the curriculum so students can do Demo 32 (Graduation requirement for "Technology I")? If the students complete chapter 6 in Spanish, does that mean they can speak, read, write, and listen to native speakers?

Teachers discover that if they are to assess students' work with any validity and consistency, they need to talk to each other about what they teach and how they teach it. Teachers have begun to examine practices and attitudes they had taken for granted. And, with examination and reflection, real change takes place in the classroom. Teaching and learning become the same program. The faculty members are less isolated and more aware of what their colleagues are doing.

During our initial discussions about how to apply our new ideas on restructuring, we developed a six-foot high "ownership chart" that

allowed people to see what responsibility other persons were assuming for demonstrations and to regularly examine and modify them. The current model of that chart is printed in our curriculum guide for all faculty members, students, and parents to use in ensuring completion of demonstrations.

We have little in the way of formal interdisciplinary work at LHS, but a heightened awareness exists that everyone is responsible for all students getting the experiences they need to graduate. Our advisement system involves every certificated staff member. Each student has an adviser, partner, and mentor who follows that student's progress and success throughout his or her high school career. Our faculty members now examine everything they do, asking: "How will this activity help students succeed in high school and, by extension, in the real world?"

Direction 2000 and all it implies for increased accountability has provoked some strong reactions from students and their families. Those reactions and the concomitant discussion have energized and invigorated our community. Students are more aware of their personal accountability for learning. They are challenging us to better meet their needs. Teachers are forced to discover new ways of teaching.

As creators of a new system, we are accountable for the decisions we make that affect students on a day-to-day basis. Some students love the new system and see it as a way to avoid stultifying hours in the classroom. Others see it as a threat to their completion of high school. All the students know, however, that when they complete the graduation requirements, they will have shown what they can do with what they have learned. The students' successful demonstration of what they know and can do is the real test of success for the staff.

How have colleges responded? Colleges and universities are excited about the prospect of having well-prepared students. Our heightened standards and enhanced transcript, which describes how students completed their demonstrations, appeal to colleges who want a more comprehensive picture of their entering students. We have already completed an agreement with the University of Northern Colorado for automatic acceptance of any student who achieves a "proficient" rating in all 19 graduation requirements and an "excellent" rating in 5 of the 19. We are currently negotiating with other state colleges and universities and expect to reach similar agreements with them.

Seat time and Carnegie units do not guarantee the success of students in college. Successful completion of our graduation requirements

seems to be a better indicator of what students can do once in college.

The United States needs young people who know how to learn, as well as read, write, speak, and compute. We need young people with strong interpersonal skills and the ability to contribute to economic productivity, social progress, and justice. We need young people who can acquire, analyze, and apply information to solve problems and think creatively. The next generation should know how to question, invent, anticipate, and dream.

The Littleton High community members work each day to help young people do these things so they can move beyond us, each prepared to make a living, make a life, and make a difference.

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4

Mary Anne Raywid

Urban Academy: *A Success Story*

Urban Academy incorporates a number of the features currently recommended in the literature of transforming high schools. A small school enrolling 100 students in downtown New York City, it is a "focus" school with a strong commitment to inquiry learning that pervades its program and unites its staff. It is a school chosen by its constituents, both students and staff, and enjoys greater autonomy than most by virtue of two affiliations:

- As a part of New York City's Alternative Schools Office, it is freed from a number of the city's bureaucratic constraints
- As a member of the Coalition of Essential Schools, it is freed from many of the state's programmatic requirements.

Both of these affiliations also yield more external support and exchange than most schools enjoy. Urban Academy is thus a good place to ask whether such recommended features can make a difference.

Urban Academy is a highly successful school in several respects.

First, it works for a typical inner city population—largely minority students from working class or underclass homes—as well as for the

sprinkling of middle class white youngsters who find their way to the Academy.

Second, it is successful in enfolding marginal students into an intellectual community, and in eliciting genuinely thoughtful effort from them.

Third, it avoids most of the more immediate problems plaguing urban high schools: dropouts, violence, and confrontational disciplinary incidents.

Finally, Urban Academy maintains a proud and confident staff that appears to relish the challenges it faces and meets them thoughtfully and well.

Many of Urban Academy's students have a background of difficulty with authority. They come from all over the city, many from neighborhoods where violence is a constant, many from households that are dysfunctional at best, and some from group homes. Even though they chose to enter, most students see Urban as "Last Chance High" when they arrive. Virtually all appear at risk of dropping out and most see themselves as deficient in academic ability as well as interest. Nonetheless, a range of ability levels is represented; the student population reflects the full low-to-high ability gamut.

Urban Academy manages to make its students part of an academic community, awakening many to see themselves for the first time as intellectual beings. At the same time that they are learning how to analyze, how to raise increasingly penetrating questions, how to appraise and synthesize information from various sources, students are also learning to recognize the power of their minds and becoming confident in using them—no small accomplishments for youngsters who have come to believe themselves somehow mentally deficient.

Urban Academy is a high school where students' good-natured complaints and banter and staff members' willingness to negotiate have replaced intense confrontations and anger. Students and staff members don't always see eye to eye, but students can count on their complaints being heard. They know they will be treated respectfully and their views taken seriously, even if they do not prevail. Accordingly, there is little of the adult vs. adolescent, us vs. them orientation that lurks not far from the surface in many schools.

Urban's teachers unanimously view the school as a prize assignment. All report experiencing more autonomy here than in other schools, despite far more responsibilities and substantially less privacy about

what takes place in one's own classroom. In many ways, teachers reflect the belief that they have embarked together on a difficult and demanding effort of the utmost importance—and the conviction that they are handling it well. Staff morale is high at Urban Academy, and despite the obstacles they confront daily, this staff believes in its own power to succeed at an enormously challenging task.

Rethinking for Success

What accounts for these accomplishments? In addition to the features identified at the outset, a number of other factors seem to play a part in explaining the success.

First, the Urban Academy staff members have together done substantial re-thinking about schooling. As a result, they treat students differently, they treat content differently, they assess student progress differently, and they treat problems and challenges differently.

A great deal of thought has been given to the purposes of a high school and its operation. Many of the time-honored practices and assumptions associated with secondary school education have been replaced. For example, Urban is making education more accessible by making it sufficiently attractive and compelling to engage students, and designed so all students will succeed. The Urban Academy attempts to provide students with whatever support is necessary to avoid the failures that call for remediation and the stigma and self-doubt that might be attached to those students who do need remediation.

According to educational tradition, once an organizational structure is adopted, it remains fixed and serves as the framework into which programs, staff, etc., must fit. Almost the reverse is assumed at Urban. Virtually everything is flexible, and organizational structure must serve programmatic and instructional purposes. When it doesn't, the structure, not the program, must be made to conform. Thus, frequent structural changes include adding new kinds of classes, such as seminars, organizational tutorials, and specialized labs appended to classes for different reasons in different semesters.

There is also a deliberate preference for a variety of schedules. Classes are not of equal and invariant length, but can be tailored to fit needs. The time of day a particular class meets usually changes during the week, and the schedule framework itself is re-fashioned each semester.

A final, fundamental way in which schooling has been re-thought at Urban Academy is that staff members see disciplinary problems in other terms, converting them into pedagogical challenges. A student who is chronically tardy or simply acting out is more likely to be seen as an instructional challenge than as a candidate for detention or other punishment. Yet Urban is not a particularly permissive place. Staff members have managed to create an ambiance of considerable informality with a great deal of consultation and frequent negotiation with students, but followed by staff decisions, not student vote or choice.

What Difference Does It Make?

What do such assumptions mean in terms of the way students are treated? The kinds of regulations that restrict students' freedom of expression elsewhere are relaxed so students are freer in what they say, how they say it, how they dress, etc. But Urban students are expected to be serious workers, and lapses are quickly identified and challenged. Thus, the school represents a mix of autonomy and coercion and at least some students are aware that they are both more and less free than in previous schools. They are also quite conscious of the fact that they are seen and treated as individuals. They have ready access to teachers and collaborative efforts with both teachers and fellow students are fundamental to the program.

Teachers are also treated differently at Urban than at most high schools. In fact, in some ways teachers and students enjoy the same treatment: the personalization, the reliance on norms instead of rules, the respect for individual preference and personality. Urban is a place that evokes commitment.

Little formal differentiation by status exists at Urban; its small staff makes that unnecessary. (The school has seven teachers and two co-directors who also teach classes.) Staffing totals correspond to New York City's student-adult ratios as adjusted to reflect the entitlements of special needs populations, but the school allocates its staff differently than do typical high schools.

One informal distinction separates veteran Urban staff members from newcomers. New staff members, including new but experienced members, audit courses taught by "senior" staff. Or they may be assigned to co-teach with senior staff members, or to conduct a lab for a course taught by senior staff members. They meet weekly as a

group with one of the co-directors. Thus, the induction of new teachers into the school's culture is careful and systematic. The "senior staff" category is not exclusive or restricted to longtime veterans, so it seems to arouse no resentment.

The school is serious about "inquiry learning," which has implications for curriculum and pedagogy, since inquiry requires intensive engagement with content.

The first several days of a new Urban Academy student or teacher at the school are spent as a member of a team investigating a new topic. The project topic occupies the full school day for the first three weeks of each semester. All of the school's constituents pursue some facets of the topic, while small groups work separately on subtopics of their choice.

For example, one recent project topic was, "What makes for a good subway system?" The investigation began with activity intended to answer questions about the location of different resources (e.g., the garment district, the main library) and the fastest means of reaching each. Then the entire school community saw videos about tunnel construction, visited the Transport Museum, heard New York City figures argue the question, "Should the subway system be abolished?", and did some related reading. Students then selected different subtopics for small group inquiry (e.g., "How healthy is the subway?" "Subway advertising," "Rerouting the New York City Subway System"). Only after this multi-faceted research had been completed, findings exchanged, and conclusions jointly considered, did the semester's classes begin.

Some Urban Academy courses bear familiar titles such as American history, biology, and algebra, but most represent cross-disciplinary topics such as "Popular Culture," "Utopia/Dystopia," or "Animal Rights." The sequencing of content within classes departs from the traditional in that courses don't usually begin with just the fundamentals and end with more reflective and interpretive matters. Issues that genuinely elicit thought are carefully interwoven with less engaging, less intellectually demanding fare right from the start.

Thus, a course or a unit is likely to open with a discussion or debate presented by an outside panel of experts, or it may open with a "sort"—a technique Urban has perfected to generate new ideas or information about a topic at the same time that it asks students to take an initial look at and commit themselves to relevant positions.

The topic may unfold further as students receive carefully selected sets of readings that ordinarily reflect an array of perspectives and information—sometimes complementary, sometimes conflicting.

Perhaps as novel as any feature of this rather atypical high school is the way in which it addresses challenges. Inquiry is the standard mode of operation for staff and the process students are asked to pursue. It is collective inquiry, tackled by the entire faculty. Staff meetings are held every Wednesday from noon to 3:00 p.m. while students perform volunteer community service, and on alternate Tuesdays from 3:00 to 5:00 p.m. (curriculum sessions). Both are problem-solving sessions.

For example, a question brought by one teacher—about why students weren't fulfilling an assignment to analyze, and what would enable them to do so—got first consideration on the meeting agenda and claimed 45 minutes, a quarter of the meeting time. The result was agreement on further inquiry, and while there was no closure, the staff had engaged in thoughtful discussion that influenced subsequent talk and behavior.

It is this sort of collective viewing of problems as shared challenges, to be collaboratively resolved with jointly implemented solutions, that is standard at the Academy.

Urban Academy realizes traditional educational aims in new ways, responding effectively to what have seemed to be education-resistant students. The broadening and cultivation of the intellect is the clear mission of this high school. Just one indication of its success lies in the fact that all Urban Academy students complete high school. Indeed, almost all go on to college.

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5

BetsAnn Smith

The Westside Example: *Facilitating High Commitment*

"What makes everyone here work so hard?" This was a question my research partner[*] and I pondered during our visit to Westside High School. The vitality and commitment of the staff was obvious. The school was a buzz of activity from 7:00 a.m. until the dinner hour, we rarely saw teachers in the faculty lounge, and everyone seemed happy in what they were doing. Principal Jim Findley answered our question: "It's hard to explain that. It's a feeling that people get. We've been able and willing to tackle different things. People see it as a challenge to make things work."

Throughout our week-long visit we continued to ask this question. After all, the majority of these teachers had been teaching for 14 years

[*] Richard Rossmiller, professor of educational administration, University of Wisconsin. Our research was supported by the National Center for Effective Secondary Schools, under a grant of the U.S. Department of Education, Office of Educational Research and Improvement (Grant No. G–008690007), and by the Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison. The opinions expressed here are those of the author and do not necessarily reflect the views of the supporting agencies.

or more. They had busy lives and families. They had tenure. Why weren't comfortable and competent routines enough?

What we saw at Westside was a concrete example of how schools and principals could facilitate greater teacher professionalism, productivity, and commitment.

High Commitment Work Systems

Much of Westside's success is rooted in its organizational features. In both its structures and its norms, Westside is designed for high performance and high commitment. Performance and commitment are not merely sought or hoped for, but are presumed in the design and operation of the school and in the conditions of teachers' work.

The school is designed to build and utilize teachers' capacities. There are no teacher-proof curriculums, no heavy reliance on rules and procedures, and no narrowly defined jobs. Instead, all teachers are required to reflect on, evaluate, and develop their curriculum and instruction. They also routinely fill a range of leadership and mentoring roles.

There is little solitary work and less opportunity for hiding at Westside. Teachers work in teams and share work spaces with other teachers, support staff, and students. In many schools, if teachers and students are not performing, the system continues to function anyway. If Westside staff and students are not performing, the system suffers and some type of monitoring begins. These conditions are understood and accepted by all members of the school community.

Westside High School Basics

Westside High School occupies a well-equipped building in the western suburbs of Omaha, Nebraska. The school enjoys the strong support of its relatively affluent and homogeneous suburban community. Over its 45 year history, Westside has established a reputation of academic excellence, with a broad curriculum that meets the needs of its 1,450 students. The school employs 123 teachers and more than 30 support staff. Principal Findley works with an administrative team of five.

The school enjoys good fiscal and human resources. The community tax base has grown considerably and provides the school with ap-

proximately $6,500 per student. Teacher salaries are very competitive and application pools for occasional openings are large and well-qualified. Clearly these resources contribute to the school's success.

Still, we know that teacher professionalism and commitment do not grow in a vacuum; they require active nourishment. At Westside, this nourishment comes from a mix of structures that have redefined teachers' work, including advisory homerooms, modular scheduling, differentiated class sizes and format, instructional material centers (IMCs), and extensive teacher teaming.

Certain norms, values, and practices also contribute, such as very high levels of teacher authority and autonomy, administrative access and support, ongoing staff development, and a general climate of help and respect. Many of these features are recognized and valued today, but they are not new to Westside. These structures and traditions have been part of the school fabric for more than 20 years.

All students, staff members, and administrators (including the principal) begin their day with a 15-minute, mixed-grade advisory homeroom. Students remain in the same homeroom throughout their career at Westside, and teachers assume some monitoring responsibilities for their advisory students. Their main purpose, however, is to start the day in a relaxed and family-like atmosphere. In this large and bustling school, the teacher/adviser program offers students and teachers an opportunity to know one another over time.

Westside uses a 13-period modular schedule of 40 and 20-minute units that combine to provide students and teachers with 40, 60, and 80-minute classes. This means, for example, that a team of science teachers can deliver one 60-minute lecture/demonstration to the entire biology enrollment one day and have 20 student labs lasting 80 minutes on two other days. No two days at Westside are alike as students' and teachers' weeks unfold in a mix of scheduled and unscheduled time.

This design is uniformly prized. One teacher said, "I can't imagine going back to traditional schedules. This allows us as teachers, as professionals, to decide what we want to do when we want to do it. Every day is not a carbon copy of the day before. It allows for enough variety to keep us a lot fresher."

The design also supports improved instruction and student achievement. Flexible time formats encourage Westside teachers to limit the

use of lecturing in favor of in-depth discussion, small group work, hands-on learning, and other effective instructional methods. Extensive exposure to these methods affects student learning. Another teacher said, "We know our approach is effective because when our kids go to college, and there is a discussion in class, the five or six kids that really discuss issues are from Westside. That's what we want." Still another remarked, "Forget facts. The kids pick that stuff up along the way. My kids do great on [college tests] because they blow the other kids away on the essays. They have learned to think."

"Unscheduled time" is a misleading term, because teachers are available at their desks in departmental media centers (IMCs). These centers are integrated arrangements of support staff and teacher desks, library materials, and student work spaces. The IMCs complement modular scheduling by encouraging one-to-one contact between teachers and students and providing students with a productive place to be outside class.

Teachers are expected to be at their desks when not at lunch or in class, and a random visit to an IMC will show teachers working with students or meeting with members of their teaching teams. Teachers' schedules are posted, and students expect much higher levels of teacher availability than is typical. Any questions about teacher isolation at Westside are met with group laughter.

Many departments (and a few inter-departmental groups) are organized around teaching teams, which are fundamental working groups at Westside. Some are course teams that work together to review and develop curriculum; others are actual teaching teams that share students and classroom time. There are no hard and fast rules governing how teams meet, organize, or operate. Team members develop a style appropriate to their own needs and dispositions. Team leaders take on some special responsibilities for which they are compensated, but leadership often rotates.

These structures provide Westside teachers with more flexible and stimulating working conditions than many teachers experience. They support and expand the teachers' sense of what they can develop and achieve with their students. This is the reward teachers need and appreciate the most. But teachers are further supported by certain organizational and administrative norms and behaviors. Although Westside staff members found it hard to explain why everyone worked with such relish, we identified six common themes in their remarks.

Six Norms for Facilitating High Commitment

1. Screen Incoming Staff. Westside administrators and teachers emphasize the importance of rigorous hiring practices that screen for vitality and commitment in addition to ability. Department chairs and the principal interview prospective teachers, seeking qualities beyond formal training. "The key thing is [to hire people] willing to make commitments. Whatever it would take, they would do. Not a nine-to-five kind of person, not somebody who says, 'What's my job description?' I want a person with new ideas," explained one chairperson.

With recent reforms, many principals have more control over their hiring procedures and selections. Rigorous and thoughtful screening (and recruiting if the pool is uninspiring) builds and reinforces performance expectations. As one teacher explained, "To be a good teacher in this school, it takes more work, time, and thought, more expertise than any school I've ever been associated with. It isn't because you get pressure from the top; it's because you have so many good teachers around you. You say, 'They are doing that? I should at least be able to do this!' So we feed on each other a lot."

2. Invest in Teacher Knowledge and Authority. Once hired, talented individuals are not left to languish. When high commitment is present, investment can be made up front. Teachers are not obliged to prove themselves before controlling their work or getting things they need. Both individually and departmentally, Westside teachers enjoy very high levels of freedom and autonomy, which it is assumed they will use productively.

Westside teachers do not get everything they want or ask for, but they say their administrators support whatever they can as often as they can. "They not only give you freedom, they give you the support system which allows you to succeed in this work, from team leaders, to department heads, to the principal, right on up to the superintendent."

Westside also provides its teachers with regular professional development opportunities. "I think it's really key that we have lots of people engaging in collaborative work, but also they get out and see things, get involved in things, and feel like they are professionals," explained Findley. Because Westside teachers regularly work and reflect together as teams, new knowledge is actually integrated into their programs and teaching much more often.

3. Encourage New Ideas and Risk Taking. Westside teachers speak often about risk taking: "There is a freedom to jump in with both feet, without the fear of failure, and without sanctions in the case of failure. So, the freedom is there to make a mistake, and in the process find the positive that allows things to work, and allows you to feel good about where you are." These risks are exemplified in the enormous amount of locally developed material at Westside. Very little classroom activity is centered around textbooks or lessons written by outsiders, and a variety of instructional formats, such as seminars, discussions, hands-on learning, and cooperative work, are incorporated in students' experience.

Risk taking is encouraged. One teacher said, "No one's ever said 'no' to me in 16 years. If it is of interest to the student and the learning environment, try it. And you don't have to go through lots of bureaucracy or stumbling blocks. No one says, 'It's too non-traditional.' No one has ever said that to me."

4. Distribute Duties and Leadership Across the Organization. Clear divisions between teachers and administrators exist at Westside, but many activities are shared by all staff members, whether administrators, teachers or paraprofessionals, rookies or veterans, core subject or elective teachers. Everyone takes an advisory, takes a lunch room hour, serves on task forces and committees, and has access to meetings.

It is not unusual to find Principal Findley attending a ninth grade English team meeting or to find a teacher sitting in on an administrative team meeting or talking with the superintendent in his office. The unspoken rule is that if you come, whether as a teacher or an administrator, it is to participate productively or to argue constructively, but not to interfere with the rights and integrity of the group.

Multi-level teaming also plays a key role in spreading leadership responsibility throughout the staff. Team leadership, along with committee leadership, provides many teachers with opportunities for increased responsibility and some added visibility and authority. In a school willing to try new ideas and push the boundaries, almost everyone can reveal some specialty in which to take particular pride. Indeed, the problem is not how to distribute leadership, but how to find enough to serve the high demands of the school.

5. Humanize the Work Environment. Westside staff members never underestimate the importance of respect, support, and caring. "My attitude has changed a lot," said Findley. "I used to think the way you

supervise is to nail people for what they are doing wrong. Now, I like to let people know that they are doing a good job and that they are valuable."

Performance and commitment signal that teachers are working hard and require continual support and recognition. Supports do not always have to be formal. Administrators being visible and accessible and making an effort to truly know what teachers are doing are forms of respect and support. Equally important is fully utilizing teachers' thoughts and expertise in school decisions. Avoiding rule-oriented or rule-bound responses to individual circumstances also facilitates teacher performance and commitment. When good teachers need a break, when they need a temporary release or change in their duties, Westside administrators do what they can. This flexibility creates a sense of school community to which teachers are more apt to commit.

6. Focus on Performance, Not Compliance. In all things, Westside works to keep the focus on performance rather than compliance. High standards are not confused with uniformity. Westside teachers "use all kinds of different methods in teaching and have a lot of freedom to be creative." Teachers style their homerooms in their own way. Teacher teams operate in different fashions—some teach together, some only plan or reflect.

Not all Westside's departments design their courses around differentiated class structures. The math and foreign language departments, for example, prefer daily 40-minute classes. Science, literature, social studies, and industrial technology rely heavily on mixed-time formats. Departments establish the norms for their IMCs. The social studies IMC has group worktables and allows talking; the English IMC emphasizes quiet work; the math IMC has the feel of a tutorial center.

In all cases and contexts, what is evaluated is progress and quality. "The biggest challenge," reflected Findley, "is to continue to grow. I think it is easy to get to the point where all you do is put out fires or you deal only with the everyday things. The challenge is to keep involved to the point that we're all looking for a better way, we're all improving and we don't become static."

Westside's Secret

So, what is it that makes everyone at Westside work so hard? A supportive alignment of expectations, structures, and norms is part of

the answer. "The alternative to all the hard work that the system requires is not nearly as attractive," explained one teacher. "Classes that last 55 minutes; that limit the offerings; that limit what you can do in class. That's not nearly as attractive as having the freedom and opportunities we have."

We know that many traditional high school structures and norms do not develop or maximize teacher talents. We know that teachers perform better in work they choose, develop, and control. Westside shows us that shaping school structures and norms around expectations of high performance and commitment can stimulate and sustain the teacher professionalism and vitality world class schools demand.

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6

Kay F. Bush, Beverley Freeman, Carlton Henley

Lyman High School:

Preparing Students for a High Tech World

On April 18, 1991, President George Bush introduced "America 2000," stating:

> Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future of our children and of the nation, we must transform America's schools. The days of status quo are over.

The days of status quo ended for Lyman High School four years ago when the faculty and staff addressed the fact that students cannot be prepared for a high-tech society in a low-tech school. After carefully examining their traditional approach to educating children, the Lyman staff developed its Blueprint for Career Development Plan, which was approved by the local school district and the state department of education.

Today Lyman's educational delivery system continues to evolve, focusing on the needs of society and the marketplace and guided by the School Advisory Committee composed of faculty, staff, parents, and students.

Lyman High School is located in Seminole County, Fla., a suburban residential area 17 miles north of Orlando. Lyman is a comprehensive four-year public high school with an enrollment of 2,500 students. The racial-ethnic makeup is 75 percent Caucasian, 12 percent African-American, 12 percent Hispanic, and 1 percent other minorities. Socio-economic indicators for the district served by Lyman High School are rapidly declining.

Lyman's mission is to prepare each graduate for both a career and postsecondary education or training. To fulfill this mission, Lyman has established the following objectives and related programs and activities:

1. Make the Curriculum More Relevant. Each department evaluated the relevance and contribution of its courses to the accomplishment of the school mission. Any course that did not meet this criterion was abandoned and more meaningful courses were added. For example, general math, physical science, and earth science were replaced by applied math I and II, applied chemistry, and the principles of technology (applied physics).

Lyman's math sequence ensures that each graduate completes a minimum of algebra and geometry. Science graduation requirements include biology, chemistry, and physics. Other relevant courses that have been added include graphic communications, TV production, space technology, health occupations, child care assistance, and cinematography.

To ensure that all students receive a general education, all basic skill classes were eliminated from the curriculum except those in exceptional education.

Lyman graduates may move directly into skilled work opportunities through tech-prep and apprenticeship programs. The tech-prep program, which includes a four-year curriculum of math and science, is offered in auto technology, electronics, computer-assisted drafting, and health occupations. Apprenticeship programs are currently available in electronics, fire-sprinkling systems and plumbing, and residential electricity. Others are in the planning stages.

2. Integrate Academic and Vocational-Technical Education. The infusion of applied strategies is emphasized in all courses. A new lesson plan form, developed by teachers, calls for both an academic and career/vocation objective. The form also includes an area of "collaboration," which is both encouraged and expected. Each quarter teach-

ers complete topical collaboration charts, noting the areas to be covered each week. Copies of these charts are given to all teachers and are posted in the common teacher planning area.

At monthly faculty meetings, teachers share their collaborative experiences in a show-and-tell format to encourage more collaboration. This sharing time is followed by meetings of interdisciplinary grade-level collaboration groups.

Departmental workrooms have been replaced by a common teacher planning area to encourage interdisciplinary collaboration and to reduce teacher isolation.

3. Improve the Instructional Delivery System. In 1991–92, Lyman implemented a double-period schedule to better accommodate applied learning and relevant educational activities. All six classes meet on Mondays. Teachers orient students to the week's objectives and their responsibilities for the week. On Tuesdays and Thursdays periods 1, 3, and 5 meet in two-hour blocks. On Wednesdays and Fridays, blocks 2, 4, and 6 meet. The double period discourages overuse of the lecture approach, and provides blocks of time for active participation and relevant activities such as cooperative learning, problem-solving sessions, interdisciplinary projects, increased use of technology, and more authentic assessment opportunities.

The double period has increased the actual class time by reducing the number of class changes per day as well as the repetitive tasks of taking attendance and distributing materials. In addition, students and teachers prepare for only three classes each day rather than six.

Preparing students for the twenty-first century and equipping them with the skills and competencies called for in the U.S. Department of Labor's SCANS Report (Secretary's Commission on Achieving Necessary Skills) motivated the restructuring of Lyman's social studies classes. For instance, 250 world history students in one large class are taught by three instructors and two instructional assistants. In the single-period Monday class, students meet in the auditorium for a lecture and multi-media presentation. The large group is divided into three subgroups for the remaining double-period days, assignments are explained in these groups, and presentations and projects are discussed. Teachers advise and monitor five to six-member study groups that research, plan, and subsequently present their content-related, problem-oriented projects to the large group. The American history classes are organized in the same way.

4. Significantly Expand the Use of Technology Throughout the Curriculum. Computer and technology use in our world has made computer literacy fundamental. During the past four years, blueprint, techprep, curriculum integration, and apprenticeships have expanded the use of technology throughout the instructional program. Ten computer labs are available, including five that are accessible to all teachers and their classes on a sign-up basis. Students may check out classroom laptop computers from the library for home use.

Closed-circuit television has been installed throughout the campus. The TV production studio has the same capabilities as a commercial studio, and the space technology course uses the studio's color weather forecasting, satellite tracking, and amateur radio systems. NASA has invited Lyman's space technology students to communicate with astronauts aboard the shuttle through the use of amateur radio.

Updating changing technology can be prohibitively expensive, so Lyman aggressively pursues appropriate grant opportunities. Recently the school was one of eight in Florida to be awarded a $400,000 retrofit grant to upgrade the entire campus to accommodate emerging technology.

5. Provide Appropriate Staff Development. Since the benefits of technology depend on effective use by teachers, Lyman's administration has made a significant commitment to providing technology inservice. Some 50 different technology sessions have been offered during the Wednesday early dismissal time over the past two years. (Students are dismissed one hour early each Wednesday to allow schools throughout the county to conduct staff development and school improvement activities.) Staff members select the sessions that best meet their instructional needs; participation is required.

In addition to technology, extensive staff inservice has been provided in cooperative learning, effective teaching techniques, applied learning strategies, critical thinking skills, problem solving, and alternative assessment methods.

6. Implement Schoolwide Competency-Based Education. Lyman has eliminated nine-week exams and the related report cards in an effort to emphasize educational progress rather than grades. These report cards have been replaced by personalized progress reports that indicate student progress toward specific course outcomes listed on the report form. Both students and parents now have a better understanding of the student's competency in any given course. The report also incorporates attitude toward learning indicators, student self-assessment,

and teachers' recommendations to parents. A grade for a course is assigned at the end of the semester when exams are given and credit is awarded.

Competency is stressed through alternative assessment methods and limited paper-and-pencil testing.

7. **Cause Students To Assume Greater Responsibility for Their Own Learning.** Lyman students are expected to produce quality work. In the past, a grade of D would be "unsatisfactory" and still earn credit toward graduation. The school district has granted Lyman a waiver from the existing grading policy, allowing us to eliminate D and F grades. Teachers no longer accept student work that is less than satisfactory. Students receive grades of A, B, C, or I (incomplete/in progress). The student must achieve a satisfactory level before receiving credit.

During the second semester of 1992–93, Lyman implemented Project Hope, an after-hours student assistance/tutorial program based on the assumption that students do not learn at the same rate and that many need additional support to produce quality work. Additional time and instructional assistance are provided when students need them rather than allowing them to fail and then "recycle" through summer school courses.

Assistance in a structured tutorial program can help students avoid failure and build self-esteem. Seventy-one percent of the participating students earned passing grades in courses in which they received tutoring.

Lyman was granted a waiver exempting the school from designating absences as excused or unexcused. Student absences are now reported (by parents) or unreported. The school is no longer in the position of being the "bad guy" because a student's absence was not excused. The district policy calling for denial of credit in courses when a student exceeds the allowable number of unexcused absences was waived, but the state attendance requirements are still in force. Lyman personnel believe that the quality of work the student produces should determine the grade and awarding of credit, not the amount of seat time.

The Lyman High School Advisory Committee, faculty, and staff understand that the foregoing concepts require a paradigm shift by all stakeholders. They firmly believe, however, that effective implementation, together with a reduction in unproductive practices of the past, will better prepare students to compete successfully in the twenty-first century.

7

Sharon D. Kruse

Redwood Valley Middle School: *Shared Leadership*

Redwood Valley Middle School lies tucked away in the rural community of Redwood Falls, Minnesota. The town has a total population of 5,000 people; the middle school has a population of 440 students and 26 faculty members. This chapter tells the school's success story—one that includes a transition from a traditional junior high school to an innovative middle school, from a school in which isolated teachers taught fragmented lessons to an exciting learning environment in which teaming, integration, and cooperation are the norm.

The story of Redwood Valley Middle School draws from three years of data—the planning year (1990–91), the first year of operation under principal Rick Ellingworth (1991–92), and a second year under principal Nancy Johnson (1992–93). Six lessons and subsequent implications can be inferred from these data. Each lesson is presented in the form of a quote from Abraham Lincoln followed by a short description of an event at Redwood Valley with an implication for school improvement.

Quotes from Abraham Lincoln in the following narrative are more

than a clever ploy to engage the reader. Rick Ellingworth, former principal at Redwood, claims Lincoln was a very influential person. He frequently quotes him in news articles, addresses to the public, and at school board meetings. He believes the lessons that Lincoln learned as the country "restructured" after the Civil War have meaning for restructuring schools.

Many of the current success stories in education have been celebratory stories of charismatic leaders. This is a story of shared, rather than individual leadership, one in which the school board, administration, teaching faculty, and community worked together to create an exemplary middle school.

Redwood Valley Middle School, its structure, programs, successes, and struggles, belong to a team rather than to an individual. Many faces, ideas, and personalities are represented in the narrative. No one person created Redwood Valley Middle. Those educators who worked to create the structure now teach within it. More important, they believe in it.

Rick Ellingworth, the principal who began the change effort and worked through the initial planning during the school's first year of operation, is now district superintendent. Faculty ownership of the school's programs and practices smoothed the way for a new principal. The transition occurred with little tension because the faculty knew that they—and not only the principal—had the skills and knowledge that made their teams and classrooms function.

Lesson One:

"Important principles may and must be inflexible."
Abraham Lincoln, April 11, 1865.

Housed in an aging building and cramped for space, Redwood Valley Junior High was like most rural junior high schools around the country. Good teachers taught good lessons to students who were attentive, interested, and involved with their learning. Yet the school board, bolstered by the recent publication of *Turning Points*, felt that the educational opportunity offered to students in grades 5 through 8 could be improved.

Specifically, they were interested in providing a balanced curriculum, utilizing varied instructional strategies, offering a full exploratory program of electives, maintaining continuous student progress toward

academic goals reflecting high expectations for all students, and placing students of the same grade and their teachers in close physical proximity for planning and learning purposes. This focus would remain inviolable. A new building was planned to house the restructured middle school along with the high school and district administrative offices.

All staff members were invited to participate in the research effort for the new middle school. Word went out that positions on the faculty were open to all—commitment to the new school would involve a commitment to a new form of teaching and learning. In the end, many elementary and high school teachers applied for and were transferred to newly created middle school positions. Faculty members were chosen based on their commitment to the principles by which the new middle school would operate. Thus, teachers who signed on clearly understood and embraced the assumptions that governed the new school.

Implication: A well-researched and understood philosophy must be the foundation of change efforts. Such a philosophy establishes a rationale for present and future decisions and action.

Lesson Two:

"Public opinion in this country is everything."
Abraham Lincoln, September 16, 1859

The process of educating the staff and faculty was only half the effort. Community support was needed to build the new school structure. As with any bond issue, the community wanted assurance that their tax dollars would be well spent and that the proposed changes were necessary.

Parental concerns varied and were often in conflict. The parents of fifth graders wanted assurance that their students would be treated with caring, compassion, and concern while the parents of eighth grade students expressed anxieties about high school competition and readiness. The new middle school's steering committee responded with a comprehensive rationale based on our guiding principles and adopted philosophy.

The final agreement affirmed the desire of the community that the middle school be a positive environment for all students. Fifth graders

would remain in a self-contained classroom, while sixth, seventh, and eighth graders would be departmentalized. All teachers would teach reading in addition to a subject area specialization, thus guaranteeing small classes and individualized instruction in this important content area.

Students would see fewer teachers each day, allowing for increased student attention and accountability. Learning at all levels would be integrated and interdisciplinary. Thus, a focus on the American Revolution in social studies would be paired with the reading of *My Brother Sam Is Dead*. Activities would be designed to focus students on the contextual and problematic issues of the Revolution rather than the recitation of fragmented or superficial facts.

Higher order thinking skills would be central to all teaching, and efforts would be made to extend learning beyond the classroom. Faculty members would have an hour daily to plan cooperatively and to monitor instructional activities and homework. A report card system incorporates both letter grades and extensive teacher comments and facilitates effective and ongoing parent contact.

Implication: Bring the community in on all planning. Listen attentively to their concerns. Respond honestly and follow through on promises.

Lesson Three:

"What is conservatism? Is it not adherence to the old and tired, against the new and untried?"

Abraham Lincoln, February 27, 1860

Once the bond issue had passed and the district was assured of both the middle school concept and the new building, the steering committee concentrated on appropriate staff development for their new endeavor. Believing that enlightened teachers would make quality curricular, instructional, and strategy decisions, principal Ellingworth led a committee that decided to bring Mankato State University courses to teachers on site, in Redwood Falls.

Communication with the school board throughout the planning process translated into a willingness to pay both for the classes and the corresponding salary increases that additional credits would bring the teaching staff. Negotiation with the university ensured course content that would be connected philosophically with the newly formed

Redwood Valley Middle School. Both the board and the administration spoke loudly by their actions; teachers felt support for their efforts unlike any before. Conservative instructional approaches utilized in earlier years were abandoned in favor of innovative and integrated curricula and pedagogies.

The newly formed teaching teams were given time to begin their work together. Two years later, teachers fondly point to that initial summer institute as the time when the teams began to jell and learned to trust and respect each other.

Teachers say the summer courses were the difference between success and failure. Simultaneously working on new curriculum and new instructional techniques enabled teachers to feel better equipped to address the needs of students.

Implication: Develop people to meet the needs of new structures. Provide training in new instructional methods and new curriculum in tandem, allowing the teaching staff to grow in a truly developmental way.

Lesson Four:

"I think the necessity of being ready increases.
Look to it."

Abraham Lincoln, letter to Governor Andrew Curtin of Pennsylvania, April 8, 1861

The summer institute helped the teaching teams feel ready to begin the school year. Much of the curriculum for the year had been planned and a process formulated for teachers to complete the remaining curriculum modules. More important, the daily schedule incorporated an hour for team planning and an additional hour for individual planning. Teachers knew there was time during the regular school day to complete ongoing work.

Team planning time was made inviolable. Team members would gather daily in shared office space, with coffee, calendars, and curriculum, to discuss difficulties with lessons, successes with students, or the next interdisciplinary unit. Tasks were often divided among team members. One member would arrange films or speakers or gather science and math materials; another would draft an assessment rubric for discussion at the next meeting. The time was (and still is) cherished

and used accordingly. Both content and instructional strategies were discussed with equal regularity—concurrent planning of what to teach and how to teach it. Teachers actively reflected on lessons and activities from the previous days and weeks, searching for cues about the responses of a particular group of kids, where their interests lay, and what teaching techniques worked best. On-task learning became commonplace. Lessons were often modified to extend or remediate previous learning.

Professional communities had sprung up among the teachers at Redwood Valley. The time for planning had paid great dividends.

Implication: Time must be provided for all staff members, teaching teams, and curriculum committees to work, plan, talk, and adjust to ongoing changes in philosophy, curriculum, and pedagogy.

Lesson Five:

"People who like this sort of thing will find this the sort of thing they like."

Abraham Lincoln, Judgment on a book by G.W.E. Russell, in Collections and Recollections, *Ch. 30.*

Not even solid planning and extensive preparation could completely prepare teachers for the radical changes that Redwood Valley Middle School had chosen to undertake. Some teachers found the transition straightforward and relatively simple. They enjoyed the new atmosphere and the opportunity to explore new curricula and pedagogy. Some struggled under the responsibility of teaching reading, finding it difficult to address disparate content areas. For some, the formidable goals and changes of transition seemed almost insurmountable.

At this point it would have been easy (and expected) for the principal to step in and order people to get on board. Instead he chose to trust the team plan, allowing the teams to mediate their own struggles. Teachers were encouraged to talk over concerns with the team before taking them to a full staff meeting or to the administration. By working through conflicts as they arose, the teams built confidence, interdependence, and trust.

Rick Ellingworth, the principal, would drop by classrooms—not to evaluate teachers, but to keep abreast of what was happening. This practice occasioned many informal conferences with students, parents,

or teachers interested in discussing progress at the school. The principal used these opportunities to offer ideas about instruction and to bring together teachers with similar interests. The development of every teacher's potential became the shared goal as everyone learned new skills together. Increasingly, the staff felt comfortable with the new structure.

Implication: Maintain supportive feedback to teachers and students about their progress with the innovative process and product.

Lesson Six:

"The dogmas of the quiet past are inadequate to the stormy present . . . as our case is new, so we must think anew and act anew."

Abraham Lincoln, n.d.

Strong parental communication structures were viewed as important for Redwood Valley Middle School. Report cards were a combination of grades and comments, with emphasis placed on the comment section. Teachers also provided written mid-quarter reports for both students and parents, but the practice was cumbersome. Parent volunteers spent three full days each trimester collating the written reports and stuffing envelopes in preparation for mailing. But the stuffing process meant that comments often had to be prepared weeks before they were to go home.

Eventually, the volunteers questioned the system. Parents took on the report card process as their project. Nancy Johnson, now principal, viewed this as not only appropriate but as a concrete example of community ownership. The parents decided that students could handle courier roles. Envelopes would not need to be shuffled and stuffed; students could collect their grades and comments. The mailing process could be bypassed. Students' role in and responsibility for their progress could be increased. A trial balloon was launched. The system ran smoothly, saving both time and energy.

Implication: Regard revision and refinement of policies and practices as ongoing.

Summary

Redwood Valley Middle School's success is based on the efforts of many parents, teachers, and administrators. Working together on a restructuring plan designed to meet the needs of all members of the community has produced remarkable results. Redwood's extended team has developed a professional community around issues of pedagogy and practice, engendered respect for their efforts within the community, and generated strategies at the building level to institutionalize change efforts. Most important, the staff and community at Redwood Valley Middle School do not feel constrained by previous practice. It is our hope that the school has been able to build lasting reforms.

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This chapter was written with the support of the National Center for the Organization and Restructuring of Schools, University of Wisconsin-Madison OERI grant #R117000005. The views, implications, and conclusions expressed are those of the author.

8

Mary Ellen Marnholtz

Wausau East High School's International Baccalaureate:

A World-Class Education in Your Own Back Yard

Ask a group of high school students how they feel about school, and you're likely to get a variety of responses. Some may say that they enjoy the social life more than the academics; others may have found classes that match their interests; a few students may say getting through high school is just a natural part of growing up; a few others may admit that they don't like high school at all.

Thousands of students across the United States are finding high school a challenging and exciting experience and are thriving in an atmosphere of intellectual challenge and rigor. They attend one of the 144 American schools that offer the International Baccalaureate (IB) program, which has been described as "a prep school education at the end of a yellow bus ride."

Many of the brightest students in the nation are participating in the IB program to prepare themselves for the challenges that will face them in college and in life. Wausau East High School in Wausau, Wisconsin, has more than 150 students in the IB program.

Wausau East is a four-year high school located in a community of

about 40,000 in north central Wisconsin. The student population of Wausau East High School is approximately 1,200, including 10 percent Southeast Asians. Approximately 70 percent of the recent graduating classes pursued postsecondary education. The curriculum at East is comprehensive, with such programs as college prep, tech-prep, exceptional educational needs, and at risk.

The Basics

Students may take one or two IB offerings during their junior and senior years or become a candidate for a full IB diploma. The IB curriculum—a rigorous liberal arts plan—extends studies in the natural and social sciences, mathematics, literature, and the arts, and requires competency in a foreign language. IB students must perform community service or participate in student activities.

IB students must also participate in an intensive higher level thinking skills course entitled, "Theory of Knowledge." The course challenges students to think about the essence of knowledge and how we know what we know. As one IB student put it, "This course ties everything in the IB curriculum together."

The final steps in the IB diploma process are the submission of a 5,000-word essay and sitting for a series of internationally accredited examinations. The tests, primarily essay, are grueling; a full battery of tests can run 20 hours or more and cost up to $500.

Many IB diploma graduates have been admitted to the country's most prominent universities and colleges, including Harvard, Yale, MIT, Princeton, Stanford, Bryn Mawr, and Brown. As with high school Advanced Placement courses, many colleges and universities offer credit for IB work; IB diploma recipients may receive as much as a full year of college credit.

Maintaining International Standards

High international standards are central to the IB program and are monitored in a variety of ways. New schools applying to offer the IB curriculum and examinations must complete a process that certifies the endorsement of the board of education, the administration at all levels, and the teaching staff to be involved. A school must submit evidence of a clear implementation plan; including evidence that the

prospective IB coordinator has been given sufficient released time to perform the duties; that staff orientation and training will be provided; and that adequate funding is included in the budget.

Schools already in the IB program regularly submit syllabi, lab résumés in the sciences, samples of student work, tapes of class discussions, and other kinds of evidence documenting the type and quality of work taking place in the classes. If standards are not met, schools may be put on notice that changes must be made to sustain membership.

Both new and experienced teachers have the opportunity to attend workshops and seminars, meet and share ideas and methods with other IB teachers and with IB examiners from around the world. Schools are invited to submit names for membership on international curriculum planning committees when changes to the IB program are under consideration.

History

The International Baccalaureate program was not organized to provide a course of study for gifted and talented students. Rather it was conceived as a path that would culminate in an internationally accepted university examination.

The IB concept grew out of concerns for students in an international school setting. Instructors who taught the children of diplomats and international businesspersons needed a curriculum that could be measured by international standards. This need became more pressing in the 1950s and 1960s as nations and businesses began adopting a more global outlook.

In the early 1960s, the International Schools Association began exploring a joint social studies examination as a first step toward the establishment of a basic international standard in this area.

In 1963, with grant funding from the Twentieth Century Fund, the International Schools Association established an ad hoc committee of international educators to research the possibility of developing an international examination.

That grant funding led to the creation of the International Baccalaureate Office as a foundation in Geneva, Switzerland. An international council was formed and an experimental project was launched in 1967. The IB program was soon implemented in private interna-

tional schools. Internationally accepted secondary education standards were established for this group of extremely mobile students.

By 1970 the program was offered in 20 schools. Since then it has expanded to more than 600 participating schools in 66 countries, with more than 100 schools in the United States alone. Most of the U.S. schools that offer the program are public.

In 1978 the Wisconsin Department of Public Instruction invited applications from schools to participate in the development of a Wisconsin IB program. The pilot program included Rufus King High School in Milwaukee, Jerome I. Case High School in Racine, and Wausau East High School. Today, all three Wisconsin pilot sites continue to offer the IB curriculum. After initial training and preparation of teachers, 75 Wausau East High School students, including three diploma candidates, participated in IB classes during the 1979–80 school year. Currently, more than 150 Wausau students are enrolled in this rigorous curriculum.

Why IB?

What does the IB experience mean to students who opt for this rigorous course load? For many it is a logical step toward their collegiate and career goals.

Andy Jelen was Wausau East High School's 1993 IB Diploma graduate. Andy's older brother Chris was also an IB diploma candidate and graduate at East. According to Andy, Chris was under a lot of stress as a senior, because of his academic load. Andy considered not following in his brother's footsteps, but when he reached his junior year he found he was taking a lot of IB classes. "The full diploma seemed the logical thing to do," he says.

Chris Jelen went on to complete his undergraduate degree at Northwestern University in just over three years and is now working toward a graduate degree at the same institution.

Senior Dan Kanemoto has set his sights on a career in film production. To achieve that goal, Dan is applying to both the University of California-Los Angeles and the University of Southern California. For him, the decision to go with the full program was easy. "There are lots of California schools that offer IB. Out there, even IB candidates get turned down for college admission. Taking the full diploma program here is an extra step to ensure that I can attend," he says.

Some students join the program because they seek the intellectual stimulation of the IB classrooms. What's more, because many IB students spend a large portion of their school day together, they become a support group for each other.

Are IB students viewed as intellectual elitists by their peers? The students involved in the program at Wausau East don't think so. Sharing classroom experiences with other students who truly want to learn makes high school rewarding for them. They also believe it gives them an edge in competing for the limited number of slots at selective colleges or universities.

Commitment Needed

Pursuing the full IB diploma requires a great deal of personal commitment. The study is rigorous. Throughout the junior and senior years, IB diploma candidates can expect from three to four hours of study each night. In addition, they must fulfill the Creative Aesthetic Service (CAS) requirement. For Wausau East students this means participation in a variety of cocurricular activities such as drama, jazz band, student newspaper, or athletics, as well as involvement in community service organizations such as the United Way and its affiliates.

Some IB students—even those who are the most dedicated and have strong parental support and guidance—find the Diploma program too demanding and drop out. When they do so, however, they usually maintain some of their IB courses.

Part of the difficulty may be the enormous increase in the academic workload from the sophomore to the junior year. Even when students participate in pre-IB course offerings, the added stress during the junior year can be hard. Many potential IB candidates participate in school activities. It is a major decision for them to emphasize rigorous academic study over cocurricular and social activities, according to East IB coordinator Darlene Lee. This is most often true, she says, of the brightest students, who never had to study prior to their junior or senior year or to develop the time management skills needed by successful IB candidates.

Coordinator Lee says the program offers teachers an opportunity to work with a special group of young people. Over the years she has seen the number of IB students at Wausau go up and down; when enrollments are down she feels cheated because of the students she

will never get to know. She realizes that not every student is able to accept the academic challenge of the program, but she believes that many who are qualified opt out in favor of an easier load, jobs, or after-school activities.

Parents of IB diploma candidates have to be just as dedicated to the program as their children, says Wausau attorney Lane Ware, whose daughter and son both received full IB diplomas. For the Ware family that meant foregoing weekend family trips when Hilary and Justin had to study. "You have to respect the process," he says. Hilary is a student at Wellesley and her brother Justin at Amherst. Both are in classes that include some of the best and brightest students from the United States and around the world. Wausau's IB program prepared them well for world-class academic competition.

A Selling Point

Wausau East Principal Tom Beattie believes the IB program has been a strong selling point for both the high school and the community. Business and industrial interests investigating Wausau are very excited to find a program that is recognized worldwide. Attorney Ware shares Beattie's enthusiasm.

But what about the fiscal impact of supporting a program that produces only a handful of graduates annually? The program costs the district about $13,000 each year, but, Beattie says, "That's a small amount of money for the benefit of these students."

At a time when school reformers are stressing the need to prepare young people for global success, the IB program seems especially relevant. Wausau students are no longer competing for college admission and jobs only with their peers from Wisconsin, but with graduates from Kyoto, Japan, and Frankfurt, Germany. The International Baccalaureate program provides them with a solid base for college and for life in the twenty-first century.

Starting an IB program

Wausau East's IB coordinator Darlene Lee offers the following suggestions for districts considering an International Baccalaureate program:

- The program must have an IB coordinator from the beginning,

and if at all possible, it should be at least a half-time assignment.

- Presentations should be made to community middle school or junior high school students and parents about the program so they can begin planning for the future. IB students, for example, should begin taking foreign language classes as early as possible.
- The high school should build the IB curriculum around courses in which faculty members have a strong interest. Lee recommends starting with a small core of dedicated teachers and then widening the circle of staff. A committed faculty is critical to the success of the program. All teachers need to understand what the program is and how it will affect them.
- The American variant of IB is primarily built on the intellectual needs of the academically gifted student, but the program is flexible enough to involve students who may, for example, be artistically talented. These alternative avenues should be available.

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9

Karen Seashore Louis

World Class Schools: *What Can We Learn from Examples?*

One of our concerns when we conceived of this book was that presenting brief cases of a deliberately disparate group of schools might result in interesting vignettes, but lead to little substance for practicing principals.

This concern has proved to be unjustified. The schools in our sample vary widely in size, are located in settings from the inner city to rural communities, and range from one-year-old experiments to long-established comprehensive high schools. They share a number of important characteristics that are in many ways more obvious than their differences. These commonalities can be grouped into four broad categories: Vision, Structure, Culture/Climate, and Leadership. Each of these will be briefly discussed below, and some implications raised for principals who want to help their schools become world class.

Vision

In the late 1980s, Mary Metz (1988) and Richard Rossmiller (1992) spent a year studying "typical" high schools, many of which were

considered excellent by people in their local communities. Earlier, Sara Lawrence Lightfoot (1983) provided rich descriptions of "good" high schools, chosen because they were believed to be exceptional for their type. Those previously studied schools do share some features with those described in this monograph, but on one dimension our world class schools are utterly distinctive: They all possess a meaningful vision.

What does vision mean as it is lived by the administrators, faculty members, and students in these eight schools? We can infer from their descriptions that a clear image exists of what they think their school stands for—an image that includes all members of the school, not just a few. (Even the International Baccalaureate program at Wausau is inclusive, inviting any student who wishes to participate to take a course, rather than limiting access to a few "elite" members.) Vision in these schools is a developed philosophical grounding for school design and practice that is constantly discussed among faculty members.

In a well-established school like Westside or Littleton-Direction 2000, this philosophy is largely taken for granted, but it can easily be articulated by any faculty member. In newer schools like the Thomas Haney Centre, or the Key Renaissance School, it may be a subject of more constant discussion. The vision may be developed as an intuitive blending of local needs and national debates, as in Littleton's Direction 2000. It may be based on a well-articulated theory of learning, as in the Urban Academy (organized around theories of inquiry-based learning) and in the Key Renaissance School (organized around Howard Gardner's theory of multiple intelligences). It may be adapted from a model that has been used successfully elsewhere, as in Wausau's International Baccalaureate program, or Lyman High School's tech-prep model, or Thomas Haney Centre's Learning Environments Consortium design.

No matter how it is formulated, it is, as in tiny Redwood Valley Middle School, "carefully researched" to meet the needs of students and community. In all cases, the vision focuses on dramatic improvements in the quality of curriculum, instruction, and student performance. These visions are not politically or administratively driven, but educationally focused on the needs of adolescents.

We see less uniformity in the content of the educational vision

because it is typically and appropriately centered on the needs of the particular school and community. Curriculum integration and technology appear to have been a logical focus for the vision at Lyman High School while the emphasis on interdisciplinary curriculum and student-centered projects seems equally sensible for Key Renaissance. All the schools have been compelled to articulate content and process largely on their own, except East Wausau's IB program, which is standardized. World class, as evidenced in these schools, suggests that a school is working toward a quality of excellence that inspires the community, the faculty, and the students to higher levels of achievement.

Structure

Some of these schools represent models of school structure that are radically different from a typical school (the Thomas Haney Centre and the Urban Academy); others might, on the surface, appear surprisingly familiar to a visitor (Direction 2000). All, however, share structural elements that differentiate them from the schools studied by Metz/Rossmiller and the public schools described by Lightfoot. They all have some form of shared decision making, mechanisms to promote collaborative work among staff members, and considerable autonomy for teachers.

At first glance these elements might seem contradictory. On the one hand, the schools involve teachers in governance and development under a strongly shared vision that would appear to constrain individual action. Strong democracies, particularly in small organizations, generate jointly arrived at ideas and conclusions that are normative and binding (Etzioni, 1990). On the other hand, individuals in the schools feel supported and empowered to experiment within the agreed-upon framework, and perceive this support for risk-taking as freedom.

In the Urban Academy, for example, teachers recognize that they "must" teach according to the agreed-upon inquiry method, but within that context, they are supported by their peers to try new things in their own classrooms. In the International Baccalaureate program, the prescribed syllabus must be followed, but teachers have many opportunities to meet other IB teachers, and to help change the cur-

riculum. Of course, the amount of emphasis on collaboration versus individual autonomy varies a great deal between schools, but in each a balance has been achieved.

Three additional structural features are evident in *some* of the schools. First, more than half have made a commitment to flexible or better use of time. Lyman, Redwood Valley, the Urban Academy, Westside High School, and the Thomas Haney Centre have taken clear positions on the importance of dramatically altering the typical schedule, providing students and teachers with opportunities for longer and shorter classes and varied class size.

In these schools, "breaking the mold" for engaging students is viewed as critical to instruction. In many cases, the schedule changes not only alter the length of instructional modules, but also provide teachers with different ways of using their time—either for team meetings, or one-on-one advisement with students.

Grouping for improved advisement is explicit in five schools (the Key Renaissance School, the Thomas Haney Centre, Westside High School, Redwood Valley, Direction 2000). In these settings, the school's vision expects far closer affective relationships among students, and between students and teachers, in order to support student development.

Finally, significant changes have been initiated in the procedures by which students are assessed. Lyman has a "no-failure" policy that requires students to continue working until they receive at least a C. The Key Renaissance School, Direction 2000, and the Thomas Haney Centre emphasize technology and more active ways of demonstrating student acquisition of knowledge (performance assessments, portfolios, etc.). Wausau's IB program has competency-based exit standards rather than unit standards. Redwood Valley Middle, Lyman High School, and several others have replaced interim grades with narrative reports of student progress against school/course goals.

Culture

Probably the most outstanding common feature of the eight schools is that they are striving to become "learning organizations" with a commitment to continuous problem solving and a sense of shared responsibility for improvement. Creating a world class school is a long,

slow process. Only Westside, with its two decades of experience with modular scheduling seems relatively settled. Even Littleton-Direction 2000, in its eighth year of reform, is constantly revising its "ownership chart" of mutual understandings and responsibilities.

Obviously the centrality of the norm of continuous improvement varies somewhat among the schools, depending on the stage of development and the nature of the change process. However, what stands out is that these schools demand more from teachers and administrators than do typical schools. In some schools this is embedded in the structure by regular planning time for permanent teams/departments with responsibility for the curriculum and student learning (Redwood Valley, Westside High School, Wausau IB Program). An alternative approach is the use of project teams as the basic unit for continuous improvement (Key Renaissance School, Thomas Haney Centre). In several schools, staff meetings are defined differently—not as opportunities for transmitting information, but as exchanges for surfacing and coming to agreement about the next steps for school improvement (Urban Academy, Direction 2000).

Leadership

Profound changes in the patterns of leadership and responsibility in these schools are related to their transformation as learning organizations. In typical high schools, according to Rossmiller (1992), principals handle and solve administrative issues, community-relations and school-related discipline problems, while teachers are expected to take responsibility for instructional and curricular problems in their own classrooms. Students and community members are basically left outside the real leadership loop, and involved only in secondary or supportive activities.

This "zoning" of leadership has disappeared or at least been radically changed in the schools described in this monograph. Teachers are given responsibility for solving problems outside their own classrooms, and provided with much more opportunity for professional development in order to take on those extra-classroom roles. Several schools also noted that students are increasingly being asked to accept more responsible roles, such as planning and assessing their own work or carrying out more individualized projects over a period of time.

Involving the community in meaningful planning roles is also mentioned, and is central to the Littleton-Direction 2000 and the Thomas Haney Centre initiatives.

The schools are, with some exceptions, less attentive to the role of the principal. Principals are no longer the "sole leaders" of the school, but one among many sources of inspiration and problem solving. Principals were central to the initial development of several of these schools (Littleton, Urban Academy, Redwood Valley, and the Lyman School, at minimum), but they do not directly oversee the ongoing process of change within the school. Similarly, several schools reported that their "vision"—whether stimulated by the principal or not—has evolved over time, and has become a product of many minds.

The Changing Role of the Principal in World Class Schools

These schools evidence changes in leadership patterns similar to those in other restructuring schools. These similarities suggest that we may draw on the emerging literature about the role of the principal in reform efforts for some further implications (e.g., Louis and Miles, 1991; Louis and Murphy, 1994).

- Principals must be both managers and leaders. They must be attentive to the details of change and provide others in the school community with the daily support that sustains energy and commitment. But as leaders they must also constantly remind others of the central purposes of the school in its efforts to become world class. They must provide focus for continuous improvement and visibly support those efforts that are most central.
- Principals are increasingly managers of school culture. The accessibility of the principal and other management team leaders for frequent informal interactions may be essential to creating an environment in which "voice" and "respect" are paramount. Principals must demand that the school community engage in serious dialogue about the school's philosophy and problems of implementation, while protecting risk-taking teachers. Making the school "safe but challenging" is a requirement for a culture of continuous improvement.
- Principals must accept that their role is becoming increasingly complex. Readers will readily conclude that the principals of

these schools have more to do than in a traditional school. They must spend more time managing site councils, working with community members, nurturing a host of curriculum innovations, and judiciously engaging in more delegation and empowerment of others. Even the smallest schools in our sampler have multiple, interlocking improvement efforts that cannot be managed directly by the principal, but only coordinated.

- Principals must enable teacher success. Enabling involves reinforcing commitment through respect, guarding opportunities for collaboration and professional development, and modeling the values that are important to the change process. The quality of the relationship between principals and teachers cannot be overstated. Principals must also protect increased responsibility among teachers by refusing to revert to the old model that frames them as *the* problem solver in the school. When people are very busy they naturally hope that someone else can do things for them. But if the principal accedes, the reform effort will likely falter. No one person can take responsibility for all the aspects of a complex and continuously changing school.
- Principals must orchestrate the intellectual development of the school. At a time when schools are being asked to develop images of what is world class, principals must assume a much more central role than in the past as transmitters of ideas and standards. The schools in this volume did not move beyond the traditional because they invented world class standards. Each had to considered the ferment of ideas and theories emerging from research and practice both in the United States and around the world. Research does suggest that principals who cannot provide intellectual leadership will fail to motivate and to sustain the energy for reform. This new role may perplex principals who in the past have had to deal only with concrete administrative tasks, but it is one that they must accept. Indeed, the intellectual leadership of the principal may be the key to world class status for a school.

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